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ABSTRACT

A short-term intensive training experience for 114 Chicago Public School teachers was provided in two 3-day workshops with field site followup. Participants were selected from schools located in multiethnic and economically disadvantaged areas of Chicago. Workshops were designed to provide participants with a greater awareness and appreciation of their own cultural heritage and a better understanding of the vocational and motivational needs of their students. In addition, specific attention was directed to developing implementation skills associated with the Illinois Model for Career Education for the purpose of involving students in activities specifically related to the world of work. Following workshop activities, participants were observed in the field in order to assist and facilitate the development of career education and multiethnic curriculum units for use in their classrooms. Participants were asked to keep a log of activities, along with the problems involved in their curriculum development efforts. At a final dissemination workshop, measured changes in selected teacher perception were found to be in a positive direction, a major change being that teachers seemed to attach greater value to the importance of education for their students after the project than before it began. (Included are extensive materials and exhibits from the program.) (Author/JA)

ED 093819

In-Service Education for Teachers of Disadvantaged Youth: Final Report

Submitted By

Loretta M. Butler, Marci M. Enos, and
Doris C. Harmon, Project Directors

July, 1974

Submitted to the

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We wish to mention our particular indebtedness to the administrators of the several organizations upon which the Project depended for support. Dr. Charles Hempstead and Rita Kalfus of the Division of Vocational and Technical Education were always willing to meet with us and were generous with their time and good advice. Dr. Curtis Melnick, Associate Superintendent of Area A, gave us direction and support at the outset which greatly aided in the completion of Project objectives. Certainly there could have been no Project without the willingness of Roosevelt University and the College of Education to sponsor it and to provide facilities and equipment, and the willingness of Dean Robert Koff to guide and encourage it, and to be host to more than one hundred teachers. For her amazing ability in organizing the myriad daily tasks, records, materials, and resources which the Project accrued as it went along, we thank Project secretary-librarian, Carol Barber. We are doubly in her debt for the skill and patience with which she and our manuscript typist, Sharon Kaplan, prepared the manuscript of the final report.

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ABSTRACT FOR CONTRACTUAL AGREEMENT
WITH THE DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION

TITLE: A PROPOSAL TO DEVELOP, IMPLEMENT, AND EVALUATE AN INTENSIVE SHORT-TERM PROGRAM FOR TEACHERS OF DISADVANTAGED YOUTH

PRINCIPAL INVESTIGATOR(S): LORETTA BUTLER, ASSOCIATE PROFESSOR OF EDUCATION
INSTITUTION: COLLEGE OF EDUCATION, ROOSEVELT UNIVERSITY
LOCATION: 430 South Michigan Avenue Chicago, Illinois 60605

REQUESTED ANNUAL BUDGET: Local _____ DVTE _____ Total _____

OBJECTIVES OF PROJECT: To provide an intensive training experience for approximately 100 Chicago area in-service teachers who are currently teaching in multi-ethnic, multi-cultural and often economically disadvantaged school settings. The target population will include, but not be restricted to, cooperating teachers who will be currently supervising students from Roosevelt University who are involved in their practice teaching experience. In this way, it is hoped that the intensive training will bear fruit not only in the relationship of in-service teachers to practice teachers, and will add to the skills and awareness of the practice teachers. The focus of the intensive training experience will be initially on increasing the self-awareness of and self-acceptance of inner city teachers, themselves often from diverse multi-cultural settings, of their own heritage and culture, and to thus stress the importance of understanding and valuing cultural diversity. The focus will then move directly to providing relevant materials and resources which will increase understanding of the specific cultures of the student population with which the teachers work, with special attention to Mexican-American, Indian, and Black American populations. This effort will be supported by acquainting teachers with the Illinois Model for Career Education and providing career information enabling teachers to help prepare and motivate these youth for the "world of work".

PROCEDURES OF IMPLEMENTATION: The group of 100 teachers will be divided into three cohorts of approximately 33 teachers. Each cohort will, in three successive weeks, be involved in four days of intensive training. The format of the intensive experience will be realized in a workshop setting. Workshops will initially involve the entire cohort for presentation of material by University Staff and resource persons. These workshops will then take the form of small discussion groups consisting of eight or nine teachers for further exploration of the material. After the four-day experience, teachers will involve their classes and practice teachers, if they are currently supervising students, in culturally relevant projects of their own design. Teachers will report on their projects by written logs mailed to the University Staff. In addition, the University Staff will make on-site visits during the in-service phase of the project. Evaluation sessions will be held on successive Saturdays in the Spring to discuss and evaluate the in-service phase.

CONTRIBUTION TO VOCATIONAL & TECHNICAL EDUCATION: The proposed project has the potential of making a substantial contribution to vocational and technical education by providing teachers with the insight and skill necessary to their work with disadvantaged youth. The project could result in research findings that illuminate the psychological consequences of this kind of intervention and therefore improve the quality of teacher education. This project will also result in the development of multi-ethnic materials that will have immediate application to teachers and students at work in the real world of the classroom. Equally important, the project will enable teachers to recognize the importance of career education and provide them with information concerning career opportunities for their students.

I

INTRODUCTION

The In-service Education for Teachers of Disadvantaged Youth Project was funded under the provisions of a grant through the State of Illinois, Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education (DVTE). The decision by DVTE to award the contract to the College of Education, Roosevelt University was significant in that the purpose of the in-service training effort was to work with selected Chicago area schools whose populations are culturally diverse and often economically disadvantaged.

Roosevelt University, an urban university, was founded on the principle of equal educational opportunity. The University created the College of Education in the fall of 1972 with the mission of developing programs and providing services to Chicago area schools by moving promising innovations through development toward impact on critical educational practices. The orientation and purpose of this Project represent a direct expression of Roosevelt University's and the College of Education's concern with and commitment to those students who, because of social, economic, and political factors, have not been able to realize educational and career opportunities afforded to a majority in our society.

The Project described in this report is unique in that the purposes of a state-funded program and the mission of a university so closely coincided. This joint commitment and effort provided the Project and its participants with a sense of common purpose which, hopefully, finds clear expression in this document.

The Final Report is a two-part document. The first part contains a narrative description of the purposes, development, and implementation phases of the Project, including an account of the initial workshops, the follow-up activities and the final Dissemination Workshop. Assessment and evaluation information is summarized and results are discussed in terms of Project objectives and participant evaluation of Project effectiveness. Finally, recommendations derived from the outcomes and evaluation of the program are included. The second part consists of the appendices. These include the following: an abstract of the Project proposal, a chronological listing of events and activities, the consultants' report describing the workshops, the names of Project staff and resource persons, samples of forms, brochures and instruments utilized, a summary of teacher-designed projects and products developed, and a listing of library/curriculum development materials acquired and utilized under the provisions of the grant.

II

NARRATIVE DESCRIPTION OF ACTIVITY

There are always differences between events as they are planned, and the outcomes which are attained. The In-service Education Program for Teachers of Disadvantaged Students, hereafter called the Workshop Project, was no exception to this rule. Nevertheless, more was achieved in the short time frame of funded operation than was anticipated. In this section of the report, a statement of Project purposes is offered and a narrative description of the Project is provided. Project activities are described and various phases of the program elaborated.

Purposes: Creating Career and Ethnic Awareness

The Workshop Project, as it was originally conceived by the College of Education faculty in September, was to involve in an intensive in-service training experience one hundred Chicago-area teachers of minority and economically disadvantaged youth. The goals of the Project were directed toward: (1) stimulating participants to become more aware and more accepting of their own cultural heritages, (2) helping participants recognize and appreciate cultural diversity in their student populations, and (3) familiarizing participants with the Illinois Model for Career Education. This last purpose was essential to the implementation phase of the Project because it would train teachers in the important process of learning how to involve their students in educational activities relating to the "world of work".

Although the immediate target population of the Workshop Project was the selected teacher group, the resultant efforts were expected to reach and to affect the economically disadvantaged Black, Mexican, and Native American student populations served by the teachers. The rationale for linking ethnic awareness to career education was that such disadvantaged youth often do not value themselves or their group, and are likely to become alienated from society rather than actively involved in planning for productive adult lives. Even though schools have proven no panacea, the classroom and especially the teacher may be crucial factors in promoting or inhibiting such self and group esteem. By exploring the importance of understanding cultural diversity, it was hoped that the Project might help teachers enhance their sensitivity to students from many backgrounds and to improve their classroom skills, especially in the area of career education. The problem, then, to quote from the proposal, is to "create an atmosphere in which no culture, heritage, race or ethnic group is degraded, humiliated, misunderstood, or 'mis-taught' in our educational system".

A specific activity was designed to reinforce Project-stimulated learnings, namely, the development of special projects, units, or activities related to ethnic and cultural needs and to career awareness. These units and activities were intended to facilitate the integration of career and ethnic awareness into the on-going curriculum of the classroom. These special projects were to be developed by the teachers and their students as a result of the teachers' identification of problems in their classrooms and school communities.

One immediate purpose of the Project was to establish a collection of resource materials related to ethnic, cultural, and career education topics. This collection would serve as the initial effort in building an on-going multi-ethnic and career education library collection housed in the College of Education's Curriculum and Resource Center. The Curriculum and Resource Center is used by Roosevelt University students, alumni, faculty and various other related publics served by the University. The Center, it was anticipated, would serve Project participants during and after completion of the in-service training program.

In summary, the specific objectives for the Project were:

1. To acquaint teachers with the Illinois Model for Career Education, enabling them to increase the awareness of their students concerning career opportunities and the "world of work".

2. To assist teachers in increasing knowledge and understanding of ethnic differences.

3. To encourage a spirit of mutual valuing, cross-culturally, of the positive aspects of all cultural and ethnic heritages.

4. To sensitize teachers to the culture-specific needs of their students, while dispelling stereotypic racial and ethnic myths, and to provide specific resources for teachers which will give them greater knowledge of the ethnic, cultural and economic background of their student populations.

5. To encourage teachers to develop career or culturally relevant projects in the classroom.

6. To involve cooperating teachers, who have consistently worked with Roosevelt education students in the practice teaching experience, in an on-going, vocational effort, which will place them in a closer collegial relationship with the College of Education faculty.

Development: Translating the Proposal into a Viable Design

Formal approval for the College of Education proposal was received from the Division of Vocational and Technical Education in November, 1973, and authorization to spend funds was received in December. As a consequence of the delayed approval and authorization, the Project staff was left with only seven months in which to conduct the program. The pressure of time necessitated a number of changes, particularly in the program planning phase. However, the Project staff was able to recast the time in a workable manner. Despite the limitations of the shortened time period for implementation and evaluation, the basic goals of the Project were achieved.

Time pressures affected the mobilization of resources and the scheduling of activities. Until the grant was officially approved, no formal contact

was made with consultants from various ethnic groups who were to assist in developing workshops and assessment instruments, or with superintendents and administrators of area schools. The Christmas holiday recess was imminent and the possibility of a teacher strike loomed large at that point. With the understanding that any further delay would result in serious modification of Project objectives, the Project staff, including the newly hired secretary-librarian, convened its first meeting of record on December 7, 1973, and organized the myriad tasks to be accomplished into five basic activities:

1. Initiating discussion with key school administrators concerning implementation of the Project in selected public schools, recruitment of teachers, establishment of lane credit hours, etc.

2. Contacting consultants on ethnic issues and assessment techniques who could provide input to workshop content and assessment instruments.

3. Development of the announcement and recruitment information (see Appendix B, Exhibit 1).

4. Development of instruments to provide assessment data for the Project, such as teacher-perceptions of needs and problems of students (Appendix G, Exhibits 1, 2).

5. Development of a staff office-communications center where Project staff could be housed until June, 1974.

The original design of the Workshop Project was to have involved one hundred teachers recruited from four Chicago schools and one suburban school, each school selected on the basis of its ethnic composition. The group of 100 teachers was to have been divided into three cohorts. On three successive weekends, each cohort would be involved in four days of intensive training in a workshop setting. After this experience, teachers were to involve their classes in career education and cultural awareness projects of their own design. Project staff would make on-site visits during this follow-up phase of the project.

This design had to be changed somewhat. By this time, the target suburban school had become involved in a local project and could not participate. In the short time available, it seemed unlikely that 100 teachers could be recruited from four schools alone, and other schools were added. The unavailability of key administrators who were involved in contract negotiations delayed the scheduling of workshops. Finally, the pressures of interims and holidays and the need for sufficient time for follow-up and the development of teacher projects dictated that the 100 teachers be divided into two cohorts, each of which would meet in a workshop confined to non-duty hours.

The two workshop sessions were scheduled for two weekends in February. The revised workshop format called for sessions on Friday evenings and all day Saturday and Sunday. Session A was scheduled for the weekend of February 8-10 and Session B for the weekend of February 22-24.

Publicizing the workshops was a major task. A simple brochure, which described the Project and contained an application form, was designed and executed by the Project staff in an effort to conserve printing time and funds in January. The open-ended format of the brochure-application enabled the teachers to express their opinions about what kind of workshop activities would best meet their needs and those of their students. The brochure application form explaining the Project was sent to a mailing list of teachers who had been cooperating classroom teachers in the Roosevelt University Teacher Education Program and to alumni of Roosevelt University's Department of Education. In addition, notification of the Project appeared in the Personnel Bulletin which is sent to all Chicago Public Schools. Finally, visits were made to the principals of an expanded list of target schools, with either Black, Mexican, or Native American pupils, to enlist their aid in recruiting teachers.[1] In some schools, project staff met with groups of teachers to explain the purpose of the Project.

Approximately 500 of the brochure-applications were distributed, generating 133 respondents, a surprisingly large percentage considering the short lead time. It is possible that the teachers may have been more responsive to this kind of professional material than to an impersonal, though more expensive, kind of advertisement.

Teacher response to the several recruitment efforts proved to be enthusiastic far beyond the most optimistic expectations of the Project staff. Hindsight suggests that the informality and sincerity which characterized both the personal visits and invitations and the written publicity created a highly effective means of attracting participants and, consequently, of offering a service to this target group.

A significant undertaking was the development of the goals and activities specific to the workshop weekends. The Project staff decided to augment its own resources by adding special consultant talent both to help develop assessment instruments for teachers working in multi-ethnic settings and also to contribute to the workshops themselves. It was felt that special leadership was needed because, as research indicates, most people are resistant to becoming aware of their own racial or cultural biases. Therefore, consultants skilled in group process and self-awareness techniques were involved in the development and implementation of the workshop.

Professor Earl Durham, School of Social Service Administration, University of Chicago, was known by reputation and through association with several faculty members as having successfully conducted short and long-term workshops and training experiences for graduate students, teachers, and university educators. He was asked if he would help develop appropriate and challenging activities which would move participants toward the goal of increased career and cultural-ethnic awareness.

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[1] Special thanks is due to the Associate Superintendents of Areas A, B, and C, Dr. Curtis C. Melnick, Mr. McNair Grant, and Dr. Angeline P. Caruso, their Curriculum Directors, Mr. John Gearon, Mrs. Ora McConner, and Mr. Leonard Rubin, the District Superintendents, the Principals of the participating schools, and the Coordinator of the DuSable High School Exemplary Project, Mrs. Winifred French, for their support in this recruitment effort.

In January, Professor Durham and his associate Theodore Wright, who acts as co-trainer, agreed to work with the group. They contracted to develop the workshop format, to conduct both workshops, and to prepare a final report evaluating the workshops from the viewpoint of the trainers. What follows is comprised, in part, of some of their observations and conclusions about the workshops. Their complete Workshop Report which details staff planning and goal development, design and objectives of workshops, methodology, implementation, comments and conclusions, is found in Appendix C of this volume.

During January, Professor Durham met regularly with project staff to work out specific objectives for the workshops, divide tasks, devise a manner of collecting initial data from participants (applicants) and make physical arrangements for the workshops. The format and objectives developed for the workshop reflected the trainers' and staff's attempt to place emphasis on participant-defined problems, leaving the precise manner of integration of the dual foci (career and ethnic issues) to each participant.

The specific objectives of the workshops (Appendix C, Exhibit 1) were designed so that participants would be able to:

1) gain knowledge of the conceptual framework underlying the project.

2) meet and exchange perceptions of the problems facing teachers of disadvantaged multi-ethnic learners.

3) identify and define problems they face as teachers.

4) learn collective problem-solving techniques.

5) learn and test new skills of communication and listening.

6) enhance awareness of how their cultural values influence teaching and learning.

7) meet the resource staff of the project and develop relationships to maximize use in program development and follow-up.

8) have Project staff meet and interact with them for purposes of defining areas of competence and availability.

9) collect and evaluate resource material available as aids in developing and implementing individual and group projects.

10) plan, develop, and design culturally relevant projects for their classrooms.

It was decided that Project staff would participate in all workshop activities conducted by the trainers to enable staff to most effectively help participants apply their workshop learnings to the follow-up activities.

By the end of January, applications had been distributed to nineteen schools and positive responses had come in from thirty-nine elementary and twenty-two high school teachers. To facilitate the trainers' access to this early data, xerox copies of each application-questionnaire were made and sent to them so that the teachers' input could be a basis for development of activities.

Later, as discussed in the Workshop Report, the trainers found that the questions asked on the questionnaire did not yield specific enough information to greatly facilitate planning. However, the information certainly indicated that the teachers felt themselves facing an array of serious problems and pointed in the direction of having teachers raise their own individual issues at the workshops, with trainer intervention being kept at a minimum and being used mainly to facilitate participation and interaction.

Workshop Implementation: Creating Involvement and Launching Teacher Projects

A complete description of Workshop Sessions A and B is to be found in the Workshop Report, but certain significant aspects merit discussion in this narrative.

A factor which contributed to the success of the workshops, and set a tone for the follow-up period, was the availability of a great deal of material, developed and collated by the secretary-librarian and the research assistant prior to the workshops. One such resource which proved to have major interest, was a large compilation of clippings of provocative articles, news stories, cartoons, etc., relating to ethnic issues, urban education problems, career education and career opportunities for minority groups. This large scrapbook was on a table in the workshop area where participants were free to peruse it. A bibliography of books, films, and pamphlets related to ethnic and career topics, which could be found in the Roosevelt University Library, the Chicago Public Library, and the Board of Education Library was also useful to participants.

Finally, the Project co-directors had contacted resource persons in the field of career education and human relations in areas around the country, such as New Orleans, Washington, D.C., and Texas, as well as in cultural centers in Chicago, to obtain references and source materials which could be displayed or distributed at the workshops. The Chicago and the Springfield offices of DVTE also provided materials on career education.

By the time of the workshops, there was enough material that 114 hefty packets containing pamphlets, reprints, bibliographies, information on the staff, etc., could be assembled and made available to each participant (Appendix D). No packets were rejected, nor were any left behind at the final workshops.

Certain staff decisions were made with the intention of influencing the mood and character of the workshops. One was the decision to hold workshops in an informal setting, rather than in classrooms or lecture hall settings. The staff was fortunate in being able to reserve a large dining

and lounge area in Roosevelt University's new Herman Crown Center. The lounge area was ideal for creating flexible table and chair arrangements. Each Friday the custodial staff would arrange the furniture in the dining area into a formal seating arrangement for the Friday evening supper. By Saturday afternoon, the entire room would be changed, tables, chairs, and screens having been rearranged by the participants themselves as they went about dividing into work groups. This control over the working environment seemed conducive to creating an attitude of belonging which was evident in the behavior of the participants.

In addition to the approach to the physical environment, there were other staff policies which affected the feeling of belonging and familiarity experienced by the workshop participants. One was to consult with the participants at the outset so that there was consensus on a precise time schedule of activities, including breaks and lunch. As far as possible, this agreement was adhered to throughout the weekend by staff and trainers.

Although participants had autonomy and flexibility within this time framework, there were certain limitations imposed. Participants were asked not to leave the building for meals since staff strongly felt this would interfere with the development of group interaction as well as negating the efficient and agreed-upon time schedule. Virtually all participants accepted this "house rule" and being together for lunch and coffee in the work area greatly contributed to the developing sense of community within the group.

Finally, the morning work periods during which participants discussed those classroom problems for which they wished to develop solutions at the workshop, also shaped the character of the workshops. These sessions were structured only as to length of time and, initially, the number of participants who could be involved in the small groups. The purpose was two-fold, namely, to facilitate greater communication between parties by creating small, task-centered groups, and to stimulate problem identification. The nature of the problems and ideas the participants elected to discuss was left to them. Some participants were uneasy at the time and later complained in their evaluative comments about this seeming lack of structure and the absense of specific directions about content. In any group, there are those participants who desire greater structure than others. It was the task of Project staff members, who functioned on Saturday as participant observers, to go from group to group to encourage teachers to identify specific problems and develop their own ideas about solutions.

In Session B, the second workshop weekend, the Saturday morning task of problem definition was re-designed to be undertaken in a more structured manner. This change in procedure, described fully in the consultants' Workshop Report, seemed to make teachers more comfortable with this difficult task. The variety of problems teachers discussed ranged from academic to ethnic career issues and their final task was to summarize their problem statements on sheets of newsprint and post them so they could be shared. Typically, the problem identification sheets represented one teacher's work, but occasionally several teachers, usually from the same school, would have joined forces on one issue and developed a combined approach to problem-solving (see Appendix D, Exhibits 2, 4).

By lunchtime Saturday, all the staff and workshop participants would have seen and discussed the problem identification sheets and have interacted in some way with one another, openly sharing their concerns. As a result, a variety of professional interests were able to influence the character of the workshop session.

The Saturday afternoon sessions were given to activities related to listening and communication, and to attitudes and values. Listening exercises in which participants attempted to repeat the negative or positive comments of a peer demonstrated the effect of a listener's negative evaluation of the verbalized opinions of a speaker on effective communication between the two. An exercise in which teachers working in small groups tried to reach consensus in a task involving rank-ordering the values of teen-aged gang members stimulated much discussion, re-examination of attitudes and debate between participants, to the point that it was difficult to bring about closure in the discussion in order to adjourn on time.

The primary focus on Sunday was for teachers to develop units or projects which would address the problems and issues teachers had identified Saturday. The Project staff and the Research and Development faculty functioned on Sunday as resource persons working with individuals or small groups of teachers. By Sunday afternoon most teachers had definite plans which they were able to share with the group.

The outstanding aspect of both workshops was the "stick-to-itiveness" of the participants. The teachers were consistently task-oriented and there was virtually no loss of participants over the weekend, even though weather conditions made travel difficult. At the end of the first weekend, some participants left on Sunday entreating the staff to have such a workshop "every month". Others said they wished they could attend "the next one", referring to the next cohort's weekend. Many teachers exclaimed that they had never attended a workshop of this kind where they were so actively involved, adding that it had not been "just another in-service" training meeting. That this initial interest was maintained for the duration of the Project by a large percentage of the participants was shown by the low attrition rate.

TABLE 1

Summary of Project Attendance

	Session A	Session B	Totals
Attended Workshop Weekend (Feb.)	53	61	114
Attended Dissemination Workshop (May)	35	47	82
Completed Project Activities (Rec'd. Credit)	39	52	91
No. of Schools Represented	20	28	37*

* Several of the same schools were represented at both workshop sessions.

Of the original 114 teachers who began the workshop Project, 91 or 80% completed their unit activities and received credit. A few of those who did not complete the activities withdrew immediately after the February workshops. Others notified Project staff during the follow-up period that they would not be able to continue. The reason often given for leaving the Project was time limitations which made it difficult for participants to implement the planned activity. Encouraging teachers to pursue their plans, given the pressures of classroom life, was a significant responsibility of staff during the in-service follow-up period.

The Follow-up Period: Supporting Career and Ethnic Awareness in the Schools

The period following the workshops -- March, April, and two weeks of May -- was the time during which teachers were to develop the career education or multi-ethnic units or projects which they had designed in the workshops. The role of Project staff during the in-service, follow-up period was:

1) To consult with and support teachers in the implementation of the innovative units and projects designed during the workshops.

2) To promote the involvement of the school administrators and other faculty in the implementation of the goals of the Project.

3) To facilitate teacher access to needed materials and resources.

4) To encourage teachers in their development of model materials and and approaches to the teaching of career education and ethnic awareness.

5) To continue to collect and evaluate innovative materials designed to promote career and ethnic education which would be available as a continuing resource collection for educators.

Originally, the planned follow-up period was to have been almost five months (January - May) which the staff felt would be barely enough time for teachers to be visited sufficiently by staff and to develop and implement meaningful units and projects. There was legitimate anxiety in March, therefore, at the prospect of keeping in contact with 114 teachers with the expectation that they implement their projects by mid-May.

This was a difficult time. Because there were so many schools represented (37), the Project directors and research assistants had a large number of sites to cover in a very short time. In addition, classroom visits typically took far more time than planned and staff members found that it took an entire morning or afternoon to visit a school where there were three or more Project participants. Although it was not possible to undertake the rigorous type of classroom observation which was part of the original design, staff were able to respond to teachers' needs for help and provide support within the context of the friendly, informal site visits that were made.

A beginning was made toward the goal of involving school administrators in the implementation of Project goals. In one school, the principal encouraged the nine teacher-participants to develop and give an in-service training program, based on their workshop activities, to the entire faculty.

The school then adopted parts of the program which the Project teachers had developed as appropriate goals for the school and developed further in-service activities as an outgrowth. In another, a Native American school, whose director had attended the workshops, the Project staff was invited to hold follow-up curriculum development meetings for the entire school staff during March.

In a high school, staff became involved with various school administrators operationalizing an event culminating a year of career education activity. The site visits and other personal contacts proved to be very important because the enthusiasm with which the teachers left the workshops was confronted immediately with the pressing realities of school life. Many teachers found themselves deluged with unexpected work or activities -- assemblies, Spring vacation, etc. -- which made it difficult for them to carry out plans. In a few cases, individual teachers were not able to get needed support for their plans from colleagues or school staff. But by visits, through calls or mailings of literature and source materials sent to the teachers, staff attempted to provide support and to encourage them to continue their projects.

Another way in which the staff attempted to stay in contact with participants was through the use of Unit Proposal and Log forms (Appendix E). The Unit Proposal forms were given to each teacher so that an outline of the activity or unit developed during the workshop would be available in the files. The Log forms were designed as a way that teachers could report what they had accomplished during the month, what they expected to do next, and what help (materials, assistance, etc.) was needed from staff.

Although the majority of teachers attempted to implement their planned innovations during the follow-up, staff soon found that it was hard to get teachers to send in their logs. This did not necessarily mean, however, that teachers were not attempting to implement their new activities. In fact, the assumption that this was a dedicated and hard-working group of teachers who had elected to become part of the Project was verified during the follow-up period when staff visited teachers' classrooms. Often a visit would reveal that a teacher was quite immersed in some new approach or unit, but had not submitted a log summarizing this activity. Lack of time was often the reason and it is very possible that the logs were too much of a chore, given the day-to-day burden of classroom paperwork. But another salient ingredient in the hesitancy to submit logs was that some teachers tended to underestimate the importance of their activities. If the actual classroom activity did not exactly match the proposed unit -- often idealistically designed -- teachers tended to feel they had not succeeded. Project staff then tried to help teachers to set more realistic goals, so that their initial enthusiasm about their units would be sufficiently in line with classroom reality that they not be as easily discouraged.

The Dissemination Workshop: Sharing Achievements and Planning for Future Activities

The final workshop was designed to encourage teacher-participants to share and display their projects, to discuss their successes or the problems

they encountered and to respond once again to the same assessment instruments used earlier in the Project. A total of 82 participants, representing both cohorts, attended the Dissemination Workshop on May 18, 1974.

The starting time of the Workshop had been set at 10:00 A.M. By 9:30 A.M., however, participants began to arrive carrying posters, materials, charts, photographs, tape recorders, filmstrips, filmstrip projectors and movies, in order to display the kinds of things done in their classes and schools. By starting time, these early arrivals had created a panoply of color and graphics on the tables and wallspace provided.

There was a great deal of carry-over of the feeling of friendly familiarity that had been developed at the earlier workshops and during the follow-up period. Teachers set up their displays and exhibits with little or no help from staff, conveying the feeling that they cheerfully anticipated the events of the day.

By 10:30 A.M., all the participants had arrived and were filling out the assessment instruments. The format of this final workshop called for few scheduled activities other than administration of instruments. Brief presentations by staff generally related to making participants aware of new materials acquired for their future use (e.g., the film "Tutors of Fernald" shown at that session has already been borrowed by a Project participant for use in a summer workshop involving 30 schools in Area C). Time was scheduled for teachers to review the exhibits of other teachers and to examine the materials that had been assembled by staff for distribution or for later inclusion in the career and ethnic education collection.

Teachers who had not yet visited the Curriculum and Resource Center, where the Multi-ethnic and career education materials collection would be housed, were given a tour of that facility. They were invited to make use of the other curriculum development resources and services of the Center, including the use of copying machines, filmstrip and movie projectors. Many teachers saw in their continued access to the Center a way of maintaining contact with Project staff and other Roosevelt faculty in the months ahead.

The most important activity of the day was the sharing of teachers' projects and units. Major blocks of time had been allotted for participants to describe or demonstrate their projects. Even so, there was hardly time for all who had completed projects to present them, such was the enthusiasm of the teachers in discussing the outcomes of the events they had initiated.

Synopses of a selection of the units and activities developed by the teachers who participated in the Workshop Project are found in Appendix F. Some of these units were created by several teachers from the same school working together. Group-developed units tended to involve the interaction of cultural awareness and career education and resulted in a program applicable to the entire school. Many constituted the first state of programs that will be continued in subsequent semesters.

The career education programs created as a result of the Workshop Project affected far more students, teachers, and administrators than the Project enrollment would suggest. Some classes conducted mini-research projects on career and cultural issues, using other students in the school as subjects. One high school sponsored an all-day "Career Fair" for the several area schools. In two schools the activity was the preparation of grant proposals, one for a project in bilingual education, another directed more specifically toward career education.

Unfortunately, these brief synopses can convey only a hint of the energy and creativity that went into the actual undertakings, and the level of involvement and excitement they created in the schools. Nevertheless, these synopses may provide ideas and models for similar activities by other teachers and schools. In order to promote such future use of these units, the materials (proposals, surveys, booklets, artwork, etc.) have been collected and placed in the College of Education Curriculum and Resource Center.

III

EVALUATION AND ASSESSMENT OF PROJECT EFFECTIVENESS

Introduction

In order to determine the effectiveness of the Project, it was necessary to undertake a variety of evaluation and assessment activities with the hope that this combination of efforts would be sensitive to the progress being made toward our stated goals. One method of determining this effectiveness is to measure the change that has occurred in the participants. To this end, the following activities were undertaken. First, data were collected about the characteristics of the participants in the Project and their student populations. Second, an instrument was devised to assess the perceived differences in selected personality variables between their students and themselves. Finally, having collected background data about the participants, an instrument was devised to measure the change and the direction of the change of our participants' attitudes concerning their students, their roles in the classroom, and their ability to positively affect the lives of their students.

The second method of gauging the effectiveness of the Project is through evaluation by the participants. Scriven (1967)[1] describes two roles of the evaluation process. The first role, formative in nature, relates to the improvement of the activity under development. The second role, summative in nature, relates to the assessment of the worthiness of the Project, or activity, as a whole. In order to improve and refine the workshop activities, two formative instruments were developed, one of which was administered following each workshop. Since improvements could actually be effected on the second workshop, Session B, the instrument administered at the end of the first workshop, Session A, was designed to stimulate a wide range of critical comments. The instrument administered at the end of Session B was designed to provide information to the Project staff as to the progress of the Project at that point. The final evaluation, administered at the Dissemination Workshop, was designed to elicit data of a summative nature from the participants.

ANALYSIS OF PARTICIPANTS' CHARACTERISTICS AND ASSESSMENT OF ATTITUDES AND ATTITUDE CHANGES

After looking at a number of instruments, it was decided that development of instruments designed specifically for use in the Project with Project goals in mind was in order. Because of the nature of the Project, there were not any standard inventories which assessed change in the areas of our investigation. Some inventories dealt with the general area that was being considered but were not suitable for use. There are, for example, "teacher inventories" which attempt to measure such qualities as "aggression" or "flexibility" in terms of some overall scale vis-a-vis a population standardization; however, our goals were more directed toward self-evaluation and self-perceived change, rather than an absolute measurement of some

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[1] Scriven, Michael, "The Methodology of Evaluation", in Perspectives of Curriculum Evaluation, AERA Monograph Series on Curriculum Evaluation, Rand McNally and Company, Chicago, 1967.

supposedly relevant attribute. One instrument was developed for assessment of attitudes of the participants, one instrument was developed to detect change in participant attitudes. Characteristics of the participants and their student populations were obtained from Project application forms.

Characteristics of Participants and Their Student Populations

An analysis of the characteristics of Project participants and their students serves to provide basic background information essential to an evaluation of Project effectiveness. The participants were relatively young with 35% in the "under 30" age group and another 44% ranging in age from 30 to 45 years. Most (86%) of these teachers were women and almost 40% held masters degrees. Sixty-five percent of the participants were Black, over 30% White, and the remainder of Oriental or Native American background.

Participants had, on the average, nine years of experience, and 4½ years in their present school. Eighty-one percent were in the"assigned" category. The group, by some coincidence, was exactly evenly divided into the four grade levels: K-3, 4-6, 7-8, and high school. The average class size taught by this group was thirty students.[2]

Most of the classes taught by the participants consisted entirely of Black students. The average class would be over 75% Black, 8% Latino, 8% White, 5% Native American and 4% of Oriental background. About 65% of the participants estimated that the average family salary of their students was less than $5,000 per year. Similarly, about 60% of the participants placed the average educational level achieved by parents at "some high school" with another 30% guessing that most of the parents of their students had only a grammar school education. These data together demonstrate that the participants were teachers of ethnic minorities of relatively lower socio-economic status.

Assessment of Participants' Perceived Attitude Differences

In order to grasp the magnitude of differences that need to be overcome when confronted with a multi-ethnic classroom, it was necessary to obtain a measure of how different the participants felt they were from their students in terms of personality variables. The instrument consisted of having the teachers rate themselves and their students on nine characteristics using a five point scale only anchored at the end points (low to high). The results were examined to see if there were correlations between how teachers viewed themselves and how they viewed their students. The only relationship which occurred between teacher self-ratings and ratings of students were of marginal significance (see Table 2). There appears to be some tendency for

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[2] The variability here is great since some participants were special school personnel with no assigned classes (e.g., librarians, counselors, etc.) and others team-taught large classes.

TABLE 2

Summary Statistics of Cross-Tabulations of Teacher Self-Ratings and Ratings of Students (n=111)

Characteristic	Significance of χ^2	Correlation	Significance
Aggressiveness	ns*	-.11	(ns*)
Passivity	ns	.06	(ns)
Sense of Humor	.075	.20	(.05)
Intelligence	ns	.14	(ns)
Ambition	ns	.11	(ns)
Cheerfulness	ns	.13	(ns)
Originality	.06	.15	(ns)
Openness	ns	.19	(.05)

* No significant relationship with a probability of occurrence by chance of .10 or less.

teachers who feel they have a sense of humor to also see such a sense or draw it out better in their students. With all of these characteristics except aggressiveness, the direction of perceived differences was such that teachers rated themselves higher (or lower in the case of passivity) than they rated their students (See Table 3). Some of this discrepancy is obviously due to real differences. For example, we would expect that a teacher who has a college degree and perhaps a graduate degree would consider himself more intelligent than the average grammar school or high school student. The characteristics showing the largest discrepancies, however, were originality and ambition, suggesting that these teachers found their students lacking in these areas.

TABLE 3

Differences in Teacher Self-Rating and Ratings of Students (n=111)

	Distribution of Teacher-Minus-Student Rating Differences									
Characteristic	+4	+3	+2	+1	0	-1	-2	-3	-4	Perceived Differences
Aggressiveness	2	1	13	18	26	22	12	7	0	-12
Passivity	1	3	12	17	29	14	15	7	1	-11
Sense of Humor	0	5	17	22	39	11	8	0	0	44
Intelligence	1	5	24	45	21	5	2	0	0	103
Ambition	4	8	33	30	18	4	4	0	0	124
Cheerfulness	2	3	11	34	37	11	3	2	0	50
Originality	3	12	27	31	19	11	0	0	0	122
Openness	3	6	12	21	38	15	5	2	0	44

The sum of perceived differences is a summative measure of the products of all the teacher-minus-student rating differences times their frequency. Thus, a net negative difference, for example, indicates that teachers viewed their students as having more of the attribute than they themselves did.

Changes in Participants' Attitudes Concerning Students

This Project hoped to effect a change in the awareness of student needs on the part of their teachers. Achieving such a change is in itself an awesome task; measuring any change is even more difficult and controversial. Since appropriate instruments for the goals of this Project did not appear to be available, the Research and Development staff constructed an instrument, with the assistance of ethnic consultants, to specifically measure behaviors appropriate to this Project (see Appendix G, Exhibits 1, 2).

The second part of the assessment instrument was administered twice, at the initial workshop and at the final Dissemination Workshop. The participants were asked to respond to 28 items scaled with a five-level Likert-type scale running from "strongly agree" to "strongly disagree". This section of the instrument attempted to measure the "prejudice" in the strict sense of "pre-judgments" of the teacher group about their students in terms of personal qualities, academic performance, and career possibilities. In addition, questions were asked about teacher feelings of potency and resourcefulness in relation to the needs of these particular students.

Table 4 contains the results of the analysis of pre- and post-Project responses. With all items there is a significant relationship between the responses at the two times using both a Chi-square statistic and a correlation.[3] Thus, the teachers were fairly stable in their responses over the period of the Project and did not show very much change, at least as measured by this instrument.

A major reason for lack of change with some items appears to be that these teachers were, at the outset, quite sensitive to some of the issues. For example, 77% of the participants agreed both times that "it is especially important for minority students to do well in school". Items 19, 21, 24, 25, and 28 show similar large percentages of teachers in agreement with the desired value. Thus, with these items there was little possibility for positive change to occur.

Even though relatively little change occurred, an analysis of the direction of the changes which did occur is of interest. Positive changes occurred far more frequently than negative ones, both in terms of numbers of items and percentages of participants showing change. The largest net changes were with items 5 and 1, which assess teacher perceptions of the importance of school to the students. That is, more teachers began to perceive a greater value attached to education on the part of the students. There are undoubtedly many reasons for this shift. Perhaps some teachers responded to group pressure and sentiment; negative views with respect to student valuing of school may have met with disapproval from other participants. Alternatively, some teachers may have begun to see their students differently. The "gang values" exercise used in the Saturday Workshop (see Appendix C, Exhibit 5) addressed this specific issue and may have influenced the attitudes of some teachers.

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[3] The correlation, but not the χ^2, is insignificant for item 24.

TABLE 4

Summary Statistics from Cross-Tabulation of
Pre- and Post-Test Responses (n=79)

Items	Significance[1] of χ^2	Correlation and Its Significance[1]	Agree[2] Both Times	Disagree[2] Both Times	Positive[3] Change	Negative[3] Change
1. Most of my students think that school is a waste of time.	*	.30**	3%	49%	17%	5%
2. Most of my students are quite realistic about how far they can go in school.	*	.33**	25%	25%	12%	5%
3. For most minority students, the "cards are stacked" against them.	**	.43***	29%	25%	17%	11%
4. My students have realistic aspirations of their academic potential.	**	.47***	27%	29%	13%	10%
5. Most of my students feel that it is important to do well in school.	**	.46***	55%	7%	22%	4%
6. The way things are in society today, most of my students will not get very far in life.	**	.37**	10%	36%	17%	7%
7. Most of my students have unrealistic perceptions of how far they can go in life.	**	.31**	19%	27%	16%	8%
8. My students are quite realistic about the various career possibilities available to them.	**	.39***	17%	25%	13%	8%
9. Most of my students come to my class poorly prepared in the basic skills.	***	.45***	65%	7%	8%	12%
10. Most of my students are quite ambitious.	*	.31**	22%	24%	11%	11%

TABLE 4 (cont.)

Items	Significance[1] of x^2	Correlation and Its Significance[1]	Agree[2] Both Times	Disagree[2] Both Times	Positive[3] Change	Negative[3] Change
11. My students have unrealistic perceptions of how far they will go in school.	**	.35**	16%	26%	14%	6%
12. It is especially important for minority students to do well in school.	***	.40***	77%	1%	7%	0%
13. My students have sufficient ability to do well.	**	.51***	64%	8%	11%	5%
14. Most of my students lack motivation.	***	.43***	49%	17%	12%	10%
15. Sometimes it is very difficult to "reach" most of my students.	***	.41***	38%	25%	17%	8%
16. My fellow teachers are generally supportive and understanding.	***	.58***	62%	5%	7%	5%
17. A major problem for teachers is maintaining discipline in the classroom.	***	.51***	48%	14%	7%	10%
18. The administration in my school often makes it difficult to do my job as well as I would like to.	**	.53***	17%	41%	8%	8%
19. I find being a teacher rewarding and fulfilling.	***	.53***	86%	0%	1%	0%
20. It is important to know the ethnic history and culture of my students.	**	.37***	85%	0%	3%	0%

TABLE 4 (cont.)

Items	Significance[1] of x^2	Correlation and Its Significance[1]	Agree[2] Both Times	Disagree[2] Both Times	Positive[3] Change	Negative[3] Change
21. My students are generally responsive to me.	***	.41***	90%	0%	1%	0%
22. I feel fairly isolated from other teachers in my school.	**	.45***	10%	57%	6%	6%
23. My students are very different from me.	***	.63***	13%	58%	8%	1%
24. I feel quite comfortable discussing racial issues in my class.	*	.05	79%	0%	7%	3%
25. I feel it is important to use resource persons from the community in my classroom.	***	.67***	86%	0%	0%	0%
26. My job as a teacher is made easier by the cooperation I get from the administration.	***	.58***	63%	8%	3%	5%
27. If I had it to do over again, I would not choose to be a teacher.	***	.51***	4%	70%	4%	3%
28. Discussions of racial issues are inappropriate in the classroom.	***	.44***	0%	85%	3%	0%

[1]Asterisks indicate the probability of chance occurrence: *** pL. 001, ** pL. 01, * pL. 05.

[2]"___strongly" and "___somewhat" have been combined.

[3]Positive change is in the hypothesized direction, negative in the other.

Summary of Assessment

In summary, an analysis of the data shows that the changes in attitude that have been initiated by the Project are primarily positive in direction. A more careful analysis of the items which showed the greatest positive change reveals that all such items are concerned with the teachers' perceived ability to have a positive effect on the lives of their students. It is very likely that among such an already committed group as these participants, such an observable change could only be stimulated by the introduction of a practicable vehicle as the career education model.

PARTICIPANT EVALUATION OF PROJECT

Perhaps those people best qualified to assess the effectiveness of the Project are the participants themselves. This idea was evident throughout the Project as the staff planned both formative and summative evaluation. As described in the introduction, there were two formative evaluations at the end of the two workshop sessions and one summative evaluation following the Dissemination Workshop (see Appendix G for instruments).

Evaluation of Session A

The goal of the evaluation of Session A was to obtain suggestions for the improvement of Session B. For that reason the instrument that was designed used an open-ended question format. A summary of the comments received from the instrument is presented in Table Five. The category most often cited by the participants was related to expansion of activities; also frequently mentioned were the need to clarify the focus of the session and improve screening procedures in order to improve the session.

TABLE 5

Suggestions for Improvement of Session A

	Category	% Respondents	
1.	Expansion of activities	41%	" . . . more small group sessions" " . . . more large group discussions
2.	None	27%	" . . . best that I have attended" " . . . was a success"
3.	Clarify focus	9%	"Slant it to vocational or multi-ethnic -- not both."
4.	Improve screening	9%	" . . . more diversified . . . "

The comments were then coded on a three-point scale with one being low and three being high. Mean ratings are presented in Table 6. The Saturday session seemed to evoke the most praise, though all of the mean ratings were quite high.

TABLE 6

Summary of Workshop Session A Evaluation

	Mean Rating
Friday night session (Epps' talk)	2.54
Saturday session	2.74
Sunday session	2.59
Overall weekend	2.64

Evaluation of Session B

The goal of the evaluation of Session B was to determine what activities had been successful and what activities failed to be of considerable value in the eyes of the participants. The evaluation instrument for Session B included both scaled-response items and space for comments. Table 7 provides the mean ratings for scaled-response items, where the scale ranged from "no help at all" (1) to "very helpful" (4).

Sharing and working through problems in small groups received the highest average ratings. The discussion and exercise on communications and listening received the lowest rating. All but two ratings were at least at the "helpful" level; most items received average ratings between 3 and 3.5. Thus, the participants found the various experiences "helpful" to "very helpful". A content analysis indicated that eighty-five percent of all comments were positive.

TABLE 7

Summary of Workshop Session B Evaluations

Friday Evening	Mean Rating
Dr. Epps' speech	3.00
Question and answer period	3.05
Saturday	
Participant defining of individual problems	3.26
Discussing your problems with other participants	3.46
Discussion of problem-solving techniques	3.18
Discussion and exercise on communications and listening	2.64
Discussion and exercise on values and attitudes	3.38
Sunday	
Introduction of staff and other resources	3.10
Discussion of problem-solving and brainstorming	3.28
Work of staff and other resources with you during work sessions	3.26
Work with group on my problem	3.44
Sharing my problems and solutions with entire group	2.97
Hearing other participants' problems and approaches to solutions	3.26
Other	
Handouts from training staff	3.30
Material in the packets and on display tables	3.05
Overall comments - % positive	85%

Evaluation at Dessimination Workshop

Participants also rated the overall experience, in terms of its various components, at the Dissemination Workshop. The results of these ratings are contained in Table 8. Overall, 43.4% of the respondents found the Project "very helpful". Of the specific components, the Workshop Weekend received the highest percentage of "very helpful" ratings. Thus, as with the participants' ratings of the Workshop Weekends, these ratings demonstrate that participants found the entire experience "helpful" to "very helpful".

TABLE 8

Summary of Project Evaluation

(n=73)

	RATINGS					
COMPONENTS	Very Helpful	Helpful	Not Very Helpful	No Help At All	Not Applicable	No Response
Workshop Weekend	50.7%	38.4%	1.4%	0%		9.6%
Experimental Unit (project)	46.6%	45.2%	5.5%	0%	0%	2.7%
Assistance from Staff	41.1%	34.3%	8.2%	1.4%	13.7%	1.4%
Materials from Staff	28.8%	48.0%	6.9%	1.4%	13.7%	1.4%
Today's Dissemination Workshop	37.0%	56.2%	6.9%	0%		0%
Project as a Whole	53.4%	42.5%	1.4%	0%		2.7%

Table 9 contains the results of a content analysis of the question: "What would have made the Project more effective for you?" Providing more time and more assistance were most often suggested. To a lesser degree, participants suggested clarifying the focus of the workshops and involving more teachers from the same school. It is significant that eighteen percent of all responses stated that no improvements were needed.

TABLE 9

Summary of Suggestions
for Greater Project Effectiveness

Category	% Respondents (n=73)	
Provide more time	27%	"If I had more time to prepare myself, I would have been able to involve the children in more activities." "If only the Project had been started in October instead of February . . . ." "I'd like to see this take place early in the year so there would be more time to put the Project into effect and then have follow-up in the spring."
No improvements needed.	18%	"The Project was excellent and most stimulating . . . really a shot in the arm in terms of using alternatives in education. "The Project was quite helpful in that it displayed many avenues to deal with the "world of work". Also resources that are and can be made available were great".
No response given	18%	
Provide more assistance from resource people.	11%	"More resource people attending from different professions (were needed)." "Having resource people to come into my area to help on Career Education." " . . . better participation and responses from parents and business in the community would have made the Project more effective for the children."
Clarify focus	6%	"More definite goals . . . ." "An earlier clarification of the purpose and aims . . . ."
Other	6%	"Actual student appearance and participation in the planning at all levels. "More high school participation." "More experience on my part."
Participation from other teachers in the same school	5%	"Had my 'school' been involved rather than only three teachers . . . ."
Meet with other session before final meeting	4%	"This way we could have met and discussed the various things we did."
More cooperation from school administration	3%	"I suggest that principals be contacted and involved."

Summary of Evaluation of Project by Participants

As indicated by the evaluations, participants rated all components of the Project quite positively. Formative evaluation indicated that only minor improvements of the format and content of future workshops would be needed. Summative evaluation indicated that the participants found the Project experience to be a rewarding one.

SUMMARY OF PROJECT EFFECTIVENESS

The degree of enthusiasm and dedication engendered by the Project is strikingly demonstrated by the fact that 94% of the participants plan to continue their projects as an on-going activity. This is perhaps the most significant evaluative statement that the participants could make. The Project had sufficient impact to alter the classroom activities of the participating teachers.

IV

JUDGMENTS AND RECOMMENDATIONS

Introduction

The outcomes of an action project are difficult to describe and evaluate with finality because many of the activities stimulated by its inception continue to develop and unfold. This was certainly the case with the Workshop Project which, due to the short period of operation, engendered several activities which participants could not fully develop within the given time. Some of these projects were terminated before successful completion, others were successfully completed by the time the Project ended, still others will be continued next year. Outcomes, therefore, will continue to accrue long after formal termination of the Project.

PROJECT OUTCOMES

Both what might be called "product outcomes" and "behavioral outcomes" were expected in this Project. Product outcomes would be the reports, units, articles, activities, and materials developed or assembled by staff and teachers. These would be the obvious, easily visible outcomes of the Project. The behavioral outcomes would be the changed teacher-student interaction, the improved teacher techniques, and the new learning activities that it was the purpose of the Project to produce. Only follow-up study could test the extent to which such new behaviors might be produced, but useful indications of such change could be derived from teacher responses to the assessment instruments.

Project Product Outcomes

The products which were developed as a result of Project activity are summarized below:

1. Fifty units, activities, materials, and special events (e.g., assemblies, fairs, etc.) related to ethnicity, self-acceptance and/or career education by individuals and groups of teachers.

2. Two formal proposals requesting funding, one related to career education in a high school, the other to bi-cultural, bilingual goals in a pre-school (see Appendix F, Exhibit 2).

3. Instruments for assessing changes in teachers about perceived attitudes toward their students, the teaching role, and their efficacy and potency in effecting positive change in students.

4. An extensive collection of resource materials, relating to career education, ethnic awareness and self-acceptance, forming the basis of a permanent multi-ethnic, career education resources collection.

Project Behavioral Outcomes

The major behavioral outcomes of the Workshop Project related to changes in teachers and changes in the relationship of teachers to students, roles, school staff and Project staff. One goal for the Project had been to further the development of a collegial relationship between University-based teacher education faculty, represented by the staff members involved, and teachers working in the schools, so as to encourage their continuous professional growth. There is every reason to believe that this goal was successfully met; in fact, some teachers have been in touch with members of the Project staff during the summer, in order to utilize certain resources. Making the Curriculum and Resource Center available to former Project participants will serve to continue their interaction with the College of Education faculty. It is hoped that placement of student teachers in the classrooms of Project participants will most assuredly facilitate the growth of student teachers in the areas of ethnic awareness and career education and the development of a new cadre of young professionals.

An important outcome involving teacher attitudes was suggested by the assessment instrument responses which indicated change in the direction of increased feelings of potency, or effectiveness, in positively influencing their students' lives. If there is validity in the theory that teachers' expectations concerning students become "self-fulfilling prophecies", then heightened feelings of effectiveness are hopeful signs for the classroom.

A valuable outcome, or outgrowth, of any research, intervention or action project effort is further inquiry, research, and knowledge. In addition to two formal proposals, two articles based on Project activities or issues raised by the Project goals have been written. An article written by Project Director, Dr. Loretta Butler, describing the goals and activities of the Project will appear in the Summer, 1974 issue of the Illinois Career Education Journal. The encouragement of the efforts of a young scholar was another fortunate outgrowth of Project activities: a synopsis of a paper concerning ethnic issues written by Amy Goon, a Project Research Assistant, may be found in Appendix F, Exhibit 3).

Finally, a most important outcome was the increased awareness of the importance of career education. Not only teachers, but also the Project staff gained greater awareness of the potential of career education as a workable, innovative, and encouraging approach to curricular planning in the multi-ethnic, economically disadvantaged school.

RECOMMENDATIONS FOR FUTURE PROJECTS

The Workshop Project staff was gratified by the strong response to the call for participants and by the high level of involvement and productivity that characterized the participant group. Were there factors in addition to professional interest and dedication that produced a group of this calibre? The judgment of the staff is that the intense interaction at the workshop, the quality of the workshop activities, the support offered to teachers by staff members during the follow-up period, and the support of school administrators throughout were perhaps equally important in shaping the group.

Tactical Recommendations

The experience of conducting this Project leads the staff to offer the following tactical recommendations to others developing action projects in which the educator is viewed as a change agent:

1. Dependable ground work must be done prior to the inception of a school project so that administrators and officials fully understand the goals and can support the project vigorously. More than token support is needed if teachers are to feel free to participate.

2. A group of participants from a single school, as opposed to a single participant from a school, enjoys the advantage of mutual support, greater visibility and administrative attention, and seems to be more likely to remain in the project.

3. If participants in a workshop are expected to undergo a change or to undertake the development of new activities (rather than to participate passively, such as by listening to a lecture), then the stimulus activities in the workshop must be powerful enough to reach their feelings about important matters, while also proving to be rewarding enough to retain the participants' interest and involvement.

4. If pre- and post-assessment of participants is to be made, the instruments used should be chosen or developed with attention to the specific goals of the project. Time should be allowed for pilot testing of instruments.

5. Workshop activities can be evaluated by direct assessment of the participants' reactions to them. Evaluation instruments can be quantitative or qualitative (the Workshop Project used both), depending on the kind of information needed.

6. If workshop participants are expected to develop materials or to carry out activities, they should be encouraged to be realistic about the demands that will be made on their time when they are out of the enthusiastic supportive environment of the workshop and back in the "real world".

7. Skilled project direction and exciting workshop leadership are essential for success in an effort of this kind. A full-time director may be needed if arrangements are numerous and complicated and if continuity and regular contact are important.

8. Project participants should be treated with constant positive support -- almost uncritical support. It must be remembered that the participants will be expected to return to their base institutions and do things differently, and very likely to swim against the tide. In a sense, they are expected to become change agents, a challenging but difficult task.

Recommendations Related to the Career Education Model

The impact of the implementation of career education on teachers seems to have been in the direction of improved teacher attitude toward disadvantaged students. The reasons for this are not entirely clear. It is possible that educating teachers about career opportunities may increase their hopefulness for their students and, in that way, affect their perceived feelings of effectiveness. It may be that teachers find encouragement in the assurance that there can be viable future alternatives for their students. Further projects and research should be directed toward separating the positive effects that any supportive intervention in schools may produce from the specific effects of the implementation of a career education curriculum.

The experience of this Project with the career education model suggests the following comments and recommendations:

1. The availability of many new materials developed for career education -- most of which depict children and adults in current, urban, multi-ethnic settings -- seemed encouraging and stimulating to teachers. Projects directed toward either ethnic awareness or career education goals might beneficially use these materials.

2. There are many more new books, kits, and academic materials relating to career education than to ethnic awareness or culturally relevant topics, with a noticeable dearth of materials relating to Mexican-American or other Spanish-speaking student populations. Development of worthwhile ethnic awareness and career education materials and resources for this public is strongly indicated.

3. Students seem to be enthusiastic about career education activities in the classroom, possibly because the units related to the examination and exploration of careers are often action centered. In addition, career activities tend to relate the "real world" -- i.e., the world of pilots, nurses, doctors, bakers, secretaries, draftsmen, mechanics, florists, etc., -- more than to the often isolated world of the classroom. In that regard they may appear more relevant to students than does the traditional academic curriculum, and because career education involves such activities as trips, speakers, community exploration, etc., it may also be more fun for youngsters.

4. Teaching career education units can facilitate instruction in academic skills. The teaching of the metric system in one Project school was encouraged in part by students' examination of those careers which utilize measurement and calibration, such as medical technology, chemistry, photography, engineering, carpentry, etc.

5. Enabling students to explore adult work roles and, hopefully, to envision themselves in these roles seems to help teachers see their students more positively. Such learning may also increase students' social and economic knowledge of the environment, and affect their feelings about their futures.

Clearly, career education and the wealth of new activities and materials related to it promote a variety of important goals in the school. It seems to give teachers a new "handle" on approaching issues concerning academic skills, self-awareness and ethnic awareness. It also encourages student exploration of and learning about many social and economic issues.

Conclusion

On the basis of the experience encountered during the course of the Project, the assessment and evaluation of the participants, and the outcomes and products of the Project, the Workshop Project was a productive undertaking. If nothing more was considered than the most obvious level -- the involvement of teachers in workshops, the interaction of an urban university and urban schools in in-service experiences, the excitement of teacher-directed career and ethnic awareness activities in the schools -- the creation of such a Project would be justified.

Closer examination of outcomes further supports this view. Over one hundred teachers were involved in an intensive weekend experience which, by their own reports, was beneficial to the great majority, and produced an observable trend in the direction of more positive attitudes about their roles as teachers. Teachers established (or renewed) contact with a university center for education. University personnel were able to provide services to and interact with teachers in many schools, while teachers brought a fresh perspective to University faculty. Teachers developed projects tailored to the cultural, ethnic, and career needs of their own schools: a Career Fair was held, grant proposals prepared, films made, mini-studies conducted, curricular materials developed, ideas tried and many other projects evolved in the schools from which participants came. The impetus from some activities will carry over to the coming year.

The resolution of what initially had appeared to be the seemingly disparate foci of the Project, namely, to increase ethnic awareness and self-acceptance, and to increase career education awareness became easier as staff and teachers began to see the enthusiasm engendered by the career education model in the classroom, and to respond to the hopefulness for the futures of disadvantaged children which is implicit in career education goals. This resolution into a unified set of goals is well expressed by this thoughtful creed, developed in a mutual effort by children and their teachers, as an aftermath of the teachers' experience in the In-service Education Project for Teachers of Disadvantaged Youth:

I AM A PERSON!
I AM FREE TO THINK,
I CAN AND WILL MAKE MY OWN DECISIONS,
I AM RESPONSIBLE FOR MY OWN ACTIONS,
I CAN AND WILL WORK,
I CAN AND WILL ACHIEVE,
I CAN AND WILL SHARE MY KNOWLEDGE WITH OTHERS.

Jenner Elementary School, April, 1974

If projects such as this one can advance these goals even one step toward fruition in the hearts and minds of disadvantaged children, their teachers, and administrators, then they are well worth the investment of funds, time, and effort expended.

APPENDICES

Appendix A

Project Staff and Events

Appendix A, Exhibit I

MULTI-ETHNIC PROJECT STAFF

Loretta M. Butler
Project Director
Associate Professor of Education

Carol A. Barber
Project Secretary-Librarian

Marci M. Enos
Associate Project Director
Assistant Professor of Education

Amy J. Goon
Project Research Assistant
Student, College of Education

Doris C. Harmon
Associate Project Director
Assistant Professor of Education

Jayne Kidd
Project Research Assistant
Student, College of Education

RESEARCH AND DEVELOPMENT PROJECT STAFF

Robert H. Panos
Project Advisor on Evaluation
Director of Research and Development
College of Education

Anne C. Petersen
Assistant Research Advisor
Assistant Professor of Education

Janice R. Colbert
Assistant Research Advisor
Assistant Professor of Education

Jeffrey K. Smith
Assistant Research Advisor
Spencer Research Fellow

Dennis L. McCaughan
Assistant Research Advisor
Assistant Professor of Education

Donald Soltz
Assistant Research Advisor
Lecturer of Education

PROJECT WORKSHOP CONSULTANT STAFF

Mr. Earl Durham
Workshop Trainer
University of Chicago
School of Social Service Adm.

Mr. Theodore Wright
Workshop Co-Trainer
Community and Human Relations Coordinator
Area B, Chicago Public Schools

Dr. Edgar G. Epps
University of Chicago
Marshall Field IV, Professor of
Urban Education
Board Member, Chicago Board of
Education

(Delivered opening address at
Workshops entitled: "The Schools
and Cultural Pluralism")

CONSULTANT STAFF ON ETHNIC ISSUES

The following individuals were hired as consultants by the Research and Development Project Staff for their advice and consultation regarding the development of the instrument used to measure teacher awareness of the needs of Black American, Native American, and Spanish-Speaking pupils.

Expertise in Needs of Black American Pupils

Mr. Taylor Griffin
Ford Foundation Program
University of Chicago

Dr. Sarah Miles Woods
Director, Afro-American Studies
Associate Professor of Chemistry
Roosevelt University

Expertise in Needs of Latino Pupils

Ms. Linda Alvarez
Director, Venceramos Project
NBC Weather Announcer, WMAQ T.V.
Chicago, Illinois

Mr. Daniel Casillas
Associate Director
Venceramos Project
Chicago, Illinois

Mrs. Miriam Lopez Liggett
Fourth Grade Teacher, Spry School
Chicago Public Schools

Expertise in Needs of Native American Pupils

Mrs. Audra Pambrum
Director, Wiconi Family Health Planning Project
Helena, Montana

Expertise in the Field of Urban Education and Sociology

Dr. Edgar G. Epps
Professor of Urban Education
University of Chicago

Appendix A, Exhibit 2

CHRONOLOGICAL SUMMARY OF MAJOR EVENTS

Date	Event
August 8, 1973	The RFP was received by the Research and Development Office of the College of Education. The RFP stated that notification of status of proposals would be received September 3, 1973 from the Division of Vocational and Technical Education.
August 31, 1973	The proposal was submitted to the Division of Vocational and Technical Education by the Research and Development Office.
October 2, 1973	The Division of Vocational and Technical Education contacted the College of Education to request us to develop an addendum to the proposal submitted with a proposed starting date of October 15, 1973.
October 22, 1973	A meeting was held with Dr. Charles Hempstead, the Dean of the College of Education, the Director of Research and Development, and the proposed Project staff to prepare further addenda to the proposal submitted.
October 30, 1973	The addendum to the proposal was submitted to the Division of Vocational and Technical Education by the Research and Development Office.
November 21, 1973	The Division of Vocational and Technical Education notified the Dean of the College of Education by phone that the proposal submitted would be funded.
November 26, 1973	The Instructional Materials Center of the Division of Vocational and Technical Education in Springfield, Illinois, was visited by a Project staff member in order to learn about and obtain materials relevant to the Project.
December 5, 1973	The Project Director met with Dr. Curtis Melnick, Associate Superintendent of Area A, Chicago Public Schools, in order to gain permission for Project Staff to enter the Public Schools in his Area for the recruitment of teachers for participation in the Project.
December 6, 1973	A letter was received from the Division of Vocational and Technical Education officially notifying the College of Education that the proposal submitted was funded. The contract for "In-service Education for

Date	Event
	Teachers of Disadvantaged Students" was signed by Roosevelt University, the College of Education, and the Division of Vocational and Technical Education.
December 10, 1973	A member of the Project staff met with Mr. Taylor Griffin to consult with him regarding the construction of an instrument which was used to measure teacher awareness of the needs of Black American pupils.
December 17, 1973	Starting date of employment for the Project Secretary-Librarian.
December 18, 1973	The Project Director met with Mr. Joseph Dixon, Assistant Superintendent of Schools, Vocational and Practical Arts Education, in order to obtain names of teachers and administrators in the Chicago Public Schools who might assist the staff in obtaining materials on career education.
December 20, 1973	A Project staff meeting was held in which seven Chicago Public Schools were identified as the initial target schools from which 100 teacher participants would be recruited.
December 21, 1973 - January 16, 1974	Principals of the seven target schools were contacted by the Project staff during this period in order to discuss the plans of the recruitment of 100 teachers.
January 2, 1974	Two Project Research Assistants from the College of Education were hired on the basis of their academic record, interest, and experience. Their initial responsibilities included gathering materials, locating resource centers, and compiling bibliographies for use by teacher participants.
January 4, 1974	The Project staff met with Dr. Charles Hempstead, Mrs. Rita Kalfus, and Ms. Mary Ann Lynn of the Division of Vocational and Technical Education for the purpose of giving an in-service to the staff on career education.
January 7, 1974	A member of the Research and Development unit of the College of Education met with Dr. Edgar Epps to consult him regarding the construction of an instrument which was used to measure teacher awareness of the needs of Black American pupils.
January 8, 1974	Application-brochures prepared for dissemination to teachers of target schools.

Date	Event
January 9, 1974	The seven target schools were visited by Project staff for the dissemination of applications to teachers.
January 10, 1974	Mr. Leonard Rubin, Director of Curriculum of Area C, Chicago Public Schools, was contacted by phone by the Project Director in order to gain permission for the staff to enter the Public Schools in his Area for the recruitment of teachers for participation in the Project. The Associate Superintendent of Area C was unavailable for consultation on this matter due to contract negotiations which were taking place at that time.
January 14, 1974	Mrs. Ora McConner, Director of Curriculum of Area B, Chicago Public Schools, was contacted by the Project Director in order to gain permission for the staff to enter the Public Schools in her Area for the recruitment of teachers for participation in the Project. The Associate Superintendent of Area B was unavailable for consultation on this matter due to contract negotiations which were taking place at that time.
January 14, 1974	A member of the Project staff and of the Research and Development unit met with Mr. Earl Durham of the University of Chicago for the purpose of hiring him for professional consultation services in the design and implementation of the two Weekend Workshops.
January 14, 1974	A Project staff meeting was held in which the Project Director reported that Mrs. Ora McConner, Director of Curriculum of Area B, Chicago Public Schools, stated that seven target schools would not draw a sufficient number of teachers for participation in the Project. Thirteen additional target schools were identified by the Project staff.
January 16-18, 1974	The thirteen target schools were visited by the Project staff and applications were disseminated to teachers.
January 18, 1974	Deadline date for return of applications.
January 23, 1974	Extended deadline date for return of applications.
January 24, 1974	The Project staff met with Mr. Earl Durham in which he gave the staff a summary of proposed Workshop activities.
January 30, 1974	The Project staff met for the purpose of selecting teacher participants for Sessions A and B.

Date	Event
January 31, 1974	The Project staff met with Mr. Earl Durham to further discuss the proposed Workshop activities and other related details on the implementation of the Workshops
January 31, 1974	Acceptance letters with agendas were mailed to teacher participants for both Session A and B Weekend Workshops.
February 2, 1974	A member of the Project staff met with Ms. Audra Pambrum to consult her regarding the construction of an instrument which was used to measure teacher awareness of the needs of American Indian pupils.
February 4, 1974	Two members of the Project staff and one member of the Research and Development unit met with Linda Alvarez, Daniel Casillas, and Miriam Lopez Liggett to consult them regarding the construction of an instrument which was used to measure teacher awareness of the needs of Latino pupils.
February 8-10, 1974	Session A Weekend Workshop. Friday 4:00 PM - 8:30 PM; Saturday 9:00 AM - 5:00 PM; Sunday 10:00 AM - 4:00 PM
February 11, 1974 - May 15, 1974	The Project staff visited schools of teacher participants as an on-going and continuous activity for the purpose of supporting the development of new curriculum activities and giving advice on effective ways of implementing them.
February 11, 1974	A member of the Research and Development unit met with Sarah Miles Woods to consult her regarding the construction of an instrument which was used to measure teacher awareness of the needs of Black American pupils.
February 19, 1974	The Project staff met with Mr. Earl Durham to discuss the successes and failures of the Session A Weekend Workshop and better ways of implementing some of the activities that took place.
February 22-24, 1974	Session B Weekend Workshop. Friday 4:00 PM - 8:30 PM; Saturday 9:00 AM - 5:00 PM; Sunday 10:00 AM - 4:00 PM
March 4, 1974	Letters were sent to the Area Superintendents of the Chicago Public Schools and to the Principals of all participating schools for the purpose of informing them of the teacher participants involved in the Project.
March 8, 1974	The Project Director met with Mrs. Ora McConner, Curriculum Director of Area B, in order to inform her of Project activities to date and to discuss and obtain useful suggestions for the implementation of the staff on-site visits to teacher participants.

Date	Event
March 14, 1974	The Project Director met with Dr. Curtis Melnick, Associate Superintendent of Area A, in order to inform him of Project activities to date and to discuss and obtain useful suggestions for the implementation of the staff on-site visits to teacher participants.
April 8, 1974	A letter was sent to Mr. Leonard Rubin, Curriculum Director of Area C for the purpose of informing him of Project activities to date.
April 15, 1974	The Project Director met with Mr. Joseph Dixon, Assistant Superintendent of Schools, Vocational and Practical Arts Education, in order to inform him of Project activities to date and to discuss and obtain useful suggestions for the implementation of the staff on-site visits to teacher participants.
May 8, 1974	The Project staff met with Dr. Charles Hempstead and Mrs. Rita Kalfus from the Division of Vocational and Technical Education in order to discuss the Project staff's impressions of the Project as an entirety.
May 13, 1974	An article describing the Project, written by the Project Director, was mailed to the Division of Vocational and Technical Education for inclusion in the Summer, 1974 issue of the Illinois Career Education Journal.
May 13, 1974	The Project Director and an Associate Director visited the Instructional Materials Center of the Division of Vocational and Technical Education in Springfield, Illinois, in order to learn about and obtain materials relevant to the Project.
May 18, 1974	The Dissemination Workshop. Saturday 10:00 AM - 4:00 PM
June 3, 1974	The team of evaluators from Western Illinois University visited the Project Office and a selected number of target schools for the purpose of evaluating the effectiveness of the Project. They were Dr. Fred Abel, Mrs. Mary Sherman, and Mr. Floyd Rose.
June 30, 1974	Termination date of Project.
July, 1974	Preparation and submission of Final Report and Dissemination Bulletin.

Appendix B

Materials Pertaining to

Workshop Planning and Publicity

Appendix B, Exhibit 1

BEST COPY AVAILABLE

For TEACHERS Only

An answer to the ENERGY CRISIS

Plug into these Workshops

BEST COPY AVAILABLE

A Workshop Program for Teachers of Disadvantaged Youth

College of Education
Roosevelt University
Chicago, Illinois

Introduction

Roosevelt University is pleased to announce an experimental program for the professional development of experienced teachers who work in multi-ethnic, multi-cultural and economically disadvantaged settings. The program will be conducted under the provision of a grant from the Division of Vocational and Technical Education by the College of Education, and will be offered without cost to teachers.

Purpose

The program is designed to develop new teaching strategies by promoting the school aspirations and performance of disadvantaged children, and articulating and strengthening the linkages between the process of schooling and the world of work. The program begins by recognizing the possibility of the breakdown of educational processes often due to unrecognized cultural barriers among students and between students and teachers. Intensive workshop and follow-up experiences will be devoted to understanding and hopefully alleviating this kind of classroom frustration.

Participating teachers will receive 2 hours of credit toward a graduate degree at Roosevelt University; credit is also applicable to Lane Placement credit for attendance at the workshop and participation in the on-going activities.

Workshop Design

The design of the program promises an enriching professional experience. The program is limited to no more than 100 teacher participants. Those whose experience involves economically disadvantaged Black American, Spanish-speaking, and Native American pupils, and whose professional development has included much interest in and soul-searching about such pupils will be selected for enrollment in the program. Teachers will meet for a weekend of workshop experiences which will include extensive teacher input in a workshop setting.

The final activity of the Workshop Weekend will involve teachers in the development of a curricular innovation -- perhaps a special kind of activity or variation in their current programs which will be addressed to removing some of the handicaps in learning due to cultural differences between teachers and pupils and to motivate pupils toward eventually enlarging their career aspirations and opportunities. Teachers will have follow-up contact with program staff who will help them plan specific curricular innovations and meet with them in their own schools on a regular basis.

Sometime in May, 1974, teachers will be reconvened for a Saturday session to critique and evaluate the program and their projects.

Program Staff

The on-going activities of the program will be carried forward by members of the professional staff of the College of Education, Roosevelt University, who have expertise in the areas of Early Childhood Education, Teacher Education, and Research and Evaluation. They will be aided by an advisory panel (leadership training personnel, career education specialists, Native American, Black American and Spanish-speaking educators, etc.), who will be involved in developing special materials for teachers and conducting workshops in conjunction with program staff.

Time

So that a small group feeling may be developed among participants, there will be two (identical) Workshop Weekends scheduled in February, with half the participants meeting each weekend. Workshops will be held at Roosevelt University. The weekends will begin on Friday afternoon and will include supper and the guest speaker -- Professor Edgar G. Epps, University of Chicago. Lunches will be provided for Saturday and Sunday sessions and parking at reduced rates will be available.

Session A.	February 8, 9, 10, 1974.	Friday 4:00-8:30 Saturday 9:00-5:00 Sunday 10:00-4:00
Session B.	February 22, 23, 24, 1974.	(as above)

Please detach and complete the attached application form and return it in the envelope provided as soon as possible. The deadline for receipt of applications is January 18, 1974. Selection of participants will be completed during January. Notification of admission to the program will be mailed to participants in the last week of January.

For further information about this program, contact:

Loretta Butler, Project Director
Associate Professor of Education

Marci Enos, Associate Director
Assistant Professor of Education

Doris Harmon, Associate Director
Assistant Professor of Education

College of Education
Roosevelt University
430 South Michigan Avenue
Chicago, Illinois 60605

427-9719 or 341-3700

Roosevelt University
College of Education

WORKSHOP APPLICATION FORM

Name: _____ (last), _____ (first)

Address: _____ City: _____ Zip: _____

Phone: _____

Age: ____ Under 30
____ 30-45
____ Over 45

Sex: ____ Male
____ Female

Degree: ____ B.A., B.S., etc.
____ M.A., M.S.T., etc.
Additional education: _____

School: _____ Grade level: _____

Subject or department: _____

Experience: _____ Total years in teaching
_____ Years at present school

Category: _____ Assigned
_____ FTB
_____ Other

In order to ensure small group size, the workshops will be offered on two different weekends. Insofar as possible, participants will be assigned to the weekend of their preference. (Program content is the same for each weekend.)

Your preference: _____ Session A. February 8, 9, 10. Friday 4:00-8:30
Saturday 9:00-5:00
Sunday 10:00-4:00

_____ Session B. February 22, 23, 24 (as above)

Will it be possible for you to attend a session other than the one checked above? _____ yes _____ no

We would appreciate your considered response to the following questions. If you need more space, please use a separate sheet of paper and refer to the question number.

1. What do you think are the special needs of children from different ethnic and cultural backgrounds that schools may not be dealing with effectively?

2. How do you think schools might better meet these needs?

3. What kind of workshop experiences do you think would be most useful in helping you better meet the needs of your students?

Appendix B, Exhibit 2

ROOSEVELT UNIVERSITY

430 SOUTH MICHIGAN AVENUE
CHICAGO, ILLINOIS 60605
(312) 341-3700

COLLEGE OF EDUCATION

January 31, 1974

Dear

We are pleased to welcome you as a participant in the Multi-Ethnic Workshop Project sponsored by the College of Education of Roosevelt University. We know you will find the weekend activities informative and stimulating. Please note below the weekend date to which you have been assigned. For your information, credit hours for participation in this program are based on actual contact hours between University-based program staff and participants.

Enclosed you will find an information sheet containing details about the workshop schedule and suggestions about such matters as parking, etc. If you have any questions, do not hesitate to call the Project Office at 427-9719.

Provisions have been made for each participant regarding supper, lunch, preparation of materials and space requirements. If we do not hear differently from you, we will count on you being with us from Friday afternoon through Sunday afternoon of the assigned weekend.

We look forward to seeing you soon and to working with you throughout the school year.

Cordially yours,

Loretta Butler, Project Director
Associate Professor of Education

LB:cb
enclosure

You have been assigned to the _____ Workshop Weekend which begins on Friday, February _____, 1974.

To Multi-Ethnic Workshop Project Participants:

Here are a few suggestions which we hope will help you in planning for the Weekend Workshop:

Parking Facilities

Parking at reduced rates is available at the Auditorium Parking Garage, 525 South Wabash (east side of Wabash). You may enter the garage on Wabash Avenue or from Congress Street (between Wabash and Michigan) if you are traveling east on Congress. Be sure to stamp your parking ticket in the Wabash Lobby of Roosevelt University so that you will get the reduced rate.

Clothing

We assume that all the participants will come directly from school on Friday afternoon and that all of us (Project Staff included) will be dressed in our normal "work" clothes. On Saturday and Sunday, the workshop activities will be quite varied. Be sure to wear comfortable, casual clothing.

Meals

The College of Education of Roosevelt University is providing coffee and meals for workshop participants. On Friday evening there will be a roast beef and fried chicken buffet where you may hear and meet our special guest, Professor Edgar G. Epps, University of Chicago, who was recently appointed to the Chicago School Board.

Lunch on Saturday and Sunday will be an informal sandwich buffet. Coffee and cookies will be provided throughout the day and a vending machine snack unit (for candy, cokes and ice cream) is nearby.

Times and Places

Friday:

4:00-5:00 P.M.	Registration & Orientation	Herman Crown Center of Roosevelt Univ.
5:00-6:00 P.M.	Conviviality Hour-Meet your colleagues & Workshop Staff	425 S. Wabash Ave.
6:15 P.M.	Supper	Come to 3rd floor, Rm. 310B (Snack Bar)
7:30 P.M.	Dr. Loretta Butler, Project Director, will introduce Professor Edgar G. Epps, who will discuss some current issues in urban education.	

Saturday:

9:00 A.M.	Orientation First Workshop Session	Herman Crown Center of Roosevelt Univ. 425 S. Wabash Ave.
	(Lunch break - 12:30)	
5:00 P.M.	Adjournment	Come to 3rd floor, Rm. 310B (Snack Bar)

Sunday:

10:00 A.M.	Second Workshop Session	Herman Crown Center of Roosevelt Univ.
	(Lunch break - 12:30)	425 S. Wabash Ave.
4:00 P.M.	Adjournment	Come to 3rd floor, Rm. 310B (Snack Bar)

Time is limited and our teaching concerns are many, so please be prompt to each session. If you have any questions, call the Multi-Ethnic Project Office at 427-9719.

See you Friday!

Appendix C

Consultants' Workshop Report and Activities

Appendix C, Exhibit 1

THE COLLEGE OF EDUCATION ROOSEVELT UNIVERSITY
SPONSORED WORKSHOPS FOR THE DEVELOPMENT, IMPLEMENTATION
AND EVALUATION OF AN INTENSIVE SHORT-TERM PROGRAM
FOR TEACHERS OF DISADVANTAGED YOUTH

Roosevelt University

February 8-10 - Session A
February 22-24 - Session B

Introduction and Scope of Report

For the sake of clarity, this evaluative report will discuss both workshops together since the basic objectives and design were similar for each. Where significant differences appeared in the process, they will be so designated by a reference to workshop A or B.

The report will focus on the processes observed, including staff workshop planning; administrative contact with participants, data collection; workshop objectives and design; conduct of workshop (behavior of trainers and staff); conduct of workshop (behavior of participants); participant evaluation of workshops; and some issues of follow-up for implementation of decisions.

Project Design and Objectives

The proposal To Develop, Implement, and Evaluate an Intensive Short-Term Program for Teachers of Disadvantaged Youth (Project) outlines goals and procedures in a document submitted to the State of Illinois Board of Vocational Education and Rehabilitation Division of Vocational and Technical Education (DVTE) dated October 30, 1973. This document conceptualizes the principle program issues that dictated the design, procedures, and objectives of the two workshops under discussion.

As the proposal states, "the program is to provide an intensive training experience for approximately 100 Chicago area in-service teachers who are currently teaching in multi-ethnic, multi-cultural, and often economically disadvantaged school settings". The project then offers the following goals: 1) to add to the skills and awareness of the practice teachers; 2) to increase the self-awareness and self-acceptance of inner-city teachers; 3) to help teachers to understand the importance and value of cultural diversity; and 4) to acquaint the teachers with the Illinois Model for Career Education. These goals are to be operationalized through the development of two weekend workshops involving approximately 50 teachers each. After the workshops, the

participants will be further aided in developing and implementing innovative projects by the resource team (staff) of the project.

Expectations of outcomes include: 1) contributing substantially to vocational and technical education; 2) providing teachers with insight and skill for their work with disadvantaged youth; 3) research findings that illuminate the psychological consequences of this kind of intervention and therefore improve the quality of teacher education; 4) developing multi-ethnic materials; and 5) enabling teachers to recognize the importance of career education and providing them with information concerning career opportunities for their students.

Trainer Discussion

The above mentioned document was made available to the training staff prior to the formulation of the contract for consultation on design and implementation of the workshop. A meeting involving the Project Director and her staff and the prospective training staff director was held in December of 1973 to discuss the program and to clarify the relationship of the workshops to the overall implementation of program goals.

During this discussion, project goals were further clarified. At that time there seemed to be some ambivalence among those present regarding the emphasis of the workshops. Some staff stressed input that had to do with multi-ethnic content, while others discussed the career education aspect. Without discussing the merits of either, the trainer's concern centered on how the workshops could enhance participant involvement in operationalizing program goals regardless of what they were. In this context some alternative approaches were presented for staff consideration.

The first possibility was a workshop design with a focus on a series of didactic lectures giving participants relevant information on the issues as defined in the proposal. The process would include small group discussion and other accepted didactic educational forms. Such a process would be supplemented with printed handouts and a bibliography containing titles that could be used as study materials after the workshop.

A second model suggested a combination of didactic staff intervention, with several panels of experts, to discuss the relevant issues defined by the project.

A third model was a design that placed emphasis on participant definition of the issues relating to the theme of the project. Data is self-generating and processed toward objectives established and understood by the participants. High participant involvement is a major methodological goal in this model.

After staff discussion, the third alternative was agreed upon and the contract for the training staff was then settled.

There was some further concern about the apparent ambiguities in the project proposal regarding multi-ethnic emphasis and career education as a method for program implementation for the training of teachers to work with multi-ethnic, disadvantaged youth. The program becomes clouded when it discusses the "contribution to vocational and technical education . . . and acquainting teachers with the Illinois Model for Career Education". It would appear that the program goals were to be implemented through "vocational education and providing career information enabling teachers to help prepare and motivate these youth for the 'world of work'".

This observation is made to indicate some of the limitations imposed on the workshop design. As discussed earlier, the agreed upon design was to be centered on participants' concerns and issues, including problem definition and problem-solving strategies. To restrict the possible solutions to those implied through career education, etc. would have contradicted the objective. The problem was how to blend the resources into a manageable and effective process.

Staff Planning and Goal Development

The workshop was preceded by three meetings involving project staff and the Dean of the workshop training staff.

The objectives of these meetings were: 1) to maximize objectives of recruiting to insure the goal of 50 teachers per workshop; 2) to collect initial data from participants (Appendix B, Exhibit 1); 3) to develop specific goals and objectives for the workshops; 4) to assign division of labor for project staff during the workshops; and 5) to make all physical arrangements for the workshops.

Discussion

During the course of these discussions, the project staff demonstrated a high level of organization and cooperation. All members of the staff seemed to have a clear perception of project goals and well-defined role definitions. The division of labor seemed carefully constructed, and the decision-making procedures indicated a high level of participation, commitment, and follow-through.

Sharing of project staff experiences with the training staff was at a high level and indispensable to the successful preparation of the design of the learning experience.

The pre-workshop data collected by mail from applicants proved not to be as useful as it could have been, due to the limitations of the questions asked. The training staff takes full responsibility for this weakness, since it did not clearly specify the character of information to be requested from participants. Since the program has a major emphasis on teacher attitude, self-awareness, and skill building, it would have been helpful if the pre-workshop data collection included

more information in these areas. But because the resulting data were insufficient, it became necessary to design in the workshop processes for further data collection.

There was only limited project staff/training staff discussion of the objectives to be accomplished by Dr. Edgar Epps' presentation, which had been prearranged as the opening keynote to both workshops. This *fait accompli* presented the training staff with the necessity to include this intervention into the learning experience and to avoid the possible impact it may have on either content or form for the entire workshop. Though unusual, this precontracted input was not too incompatible.

Design of the Workshops

Program objectives, pre-workshop data, staff competence, time, space, financial resources, participant and staff expectations, etc. were the parameters that influenced the final design of the workshops.

The issues to be processed were based on perceptions of need as determined by staff and some of the pre-workshop data which were collated into a manageable format. Staff-trainer meetings discussed the general design and arrived at an agreement on objectives which included clarification of roles between project staff and training staff during the course of the workshops.

The differences that appeared in the workshops do not reflect a change in basic design or objectives, but rather structural changes dictated by the experiences at Session A and the differences in population between the two sessions, e.g., Session A had more teachers from a single school; Session B had more elementary school teachers, etc.

Objectives of the Workshops

The workshops were designed to afford participants an opportunity to:

1) gain knowledge of the conceptual framework underlying the project;
2) meet and exchange perceptions of the problems facing teachers of disadvantaged multi-ethnic learners;
3) identify and define problems they face as teachers;
4) learn collective problem-solving techniques;
5) learn and test new skills of communication and listening;
6) enhance awareness of how their cultural values influence teaching and learning;
7) meet the resource staff of the project and develop relationships to maximize use in program development and follow-up.
8) have program staff meet and interact with them for purposes of defining areas of competence and availability.
9) collect and evaluate resource material available as aids in developing and implementing individual and group projects.

10) plan, develop, and design culturally relevant projects for their classrooms.

Methodology

The workshop attempted to synthesize a multi-method approach to learning. It included didactic presentations, mini-lectures, experiental simulated learning exercises, role play, and the use of scholarly theoretical material and bibliographies.

Emphasis was on participant-defined problems and the learning environment manipulated to facilitate their needs in meeting objectives. Integration of the segments of learning was primarily left up to the participants; however, on occasion, "mini-lectures" and theoretical abstracts were given to aid in this process.

Trainer interventions were kept at a minimum and used at appropriate moments to help facilitate maximum participation at an acceptable pace.

The Workshops - Implementation

Friday Evening

The Project Director and the staff members met and welcomed the workshop participants as they arrived. Each participant was registered and given a schedule for research and evaluation and time to complete it. A small but effective hospitality (wine and cheese) area was designed in to allow participants the opportunity to get acquainted with staff and each other prior to any formal presentations.

Dinner was served with all participants, staff and guests comfortable and relaxed for the official opening of this phase of the workshops.

The evening then consisted of a welcome by the Director of the Project, greetings from the Dean of the College of Education, and a formal address from Dr. Edgar Epps, Professor, University of Chicago.

Following Dr. Epps' address, a short question and response period was allowed.

Discussion. As indicated in an earlier section of this report, the Friday evening session had been contracted prior to any discussion between trainer and project staff of the overall goals of the workshops. Under different circumstances, such an arrangement would have caused difficulties since the opening session of a workshop has a tendency to establish in the minds of participants the setting and methodology of the effort. With the formal presentation of theoretical material, it may have led to expectations that the entire workshop would be didactic presentations by more experts rather than participant-centered defining and solving of problems.

The design of the hospitality hour was an attempt to create an informality that would allow participants an opportunity to relate more to each other, perhaps share expectations and if needed, influence future activity at the workshops. Fortunately, Dr. Epps' presentation was so closely related to the educational objectives of the project that no major ideological conflicts were precipitated.

Legitimization of the project effort was made through the welcome by Dr. Koff, Dean of the College and Professor Butler, Project Director. This sometimes underestimated formal procedure has the effect of emphasizing to participants the seriousness of staff and project sponsors toward the objectives.

Questions posed to Dr. Epps by participants were used by the training staff to further refine the design for the following two days.

Sessions A and B offered no major differences during this phase, with the exception of the broader involvement of participants during the question and response period in Session B.

The objectives of this phase were to create a warm atmosphere for participants and to acquaint them with some conceptual tools to help in problem-solving. It is difficult in such a short period to assess the effectiveness of this input; however, that part of the objective of having such material presented was achieved and for the most part well accepted in both sessions.

Saturday Morning

The Saturday morning section of the workshop was designed to allow participants the opportunity to: 1) develop their agenda items by identifying and exchanging perceptions of problems; 2) develop a systematic approach to attacking problems; 3) meet and share their problems with their peers from other schools; 4) establish the base for development of specific activity products to emerge from the workshops.

To operationalize these objectives, participants were given individual time to prepare, in writing, a description of the major problems they face in their work, and to begin the development of an activity that would alleviate the problem. Following their individual work, participants were given the opportunity to share their problems and approaches with their peers.

Discussion. In workshop A the participants, when working individually, had the entire procedural scheme presented to them (Appendix D, Exhibit 1). This led to a confusion for some and required frequent trainer interventions to insure an integration of the learnings. This was changed in workshop B, when participants were "fed" the problem identification steps one at a time. This procedure was found to create a more favorable, integrative learning sequence.

Trainer intervention, with a mini-lecture on problem-solving skills, was presented during this phase for the purpose of helping participants

learn systematic problem-solving techniques. A handout on problem-solving procedures was distributed (Appendix C, Ex. 2). All objectives of this segment of the workshops were successfully achieved, producing a conglomerate of interrelated problems and data from all participants.

Following development of the groups, all participants were able to define and develop to some degree a manageable problem with the elements of a program for its attack. Each group posted their issues so that very early in the workshop all participants could get a general picture of how their colleagues viewed the issues.

Saturday Afternoon

The Saturday Afternoon section of the workshop was designed to: 1) afford participants with an opportunity to develop skills in the area of communication and listening, and 2) examine attitudes and values that affect teacher-learner relationships.

Participants were presented with a trainer-designed format to facilitate communication and listening in working with individuals and groups. A practice session was included in the learning process with participants being given the opportunity to increase their awareness of their deficiences in these areas. Time was allocated to allow participants to practice new methods of listening and communicating. The experience was preceded by a mini-lecture and followed with the issuance of theoretical material (Appendix C, Exhibits 3, 4).

The phase dealing with attitudes and values was operationalized through an experiential exercise designed to create interaction of all participants in a group process centering around individual and group value constructs that influence learning. Participants were compelled to explain and defend their attitudes and their projected assumptions of the attitudes and values of others (Appendix C, Exhibit 5).

Trainer intervention was withheld until the completion of the exercise. The primary objective was to create awareness of the teacher-learner value conflict.

Discussion. Objectives for this section were fully achieved in both Sessions A and B. There was a high level of participation in both exercises and most participants moved rapidly to assimilate the new knowledge.

Slight resistance to the listening exercise was offered in Session B, but the process did clarify the objectives and was accepted by most of the participants.

The expected resistance to the challenge of individual attitudes regarding others could not be fully resolved at the workshops, since they are deep and well-ingrained. The creation of awareness of the existence of such biases and the possibility of distorted perceptions of others was the focus. It is then assumed that participants will have

a basis for trying new ways to work with disadvantaged youth. This objective was achieved in both sessions. Research material and a mini-lecture were presented to aid participants in their understanding of these issues (Appendix C, Exhibit 6).

Sunday

The Sunday section was designed with the following objectives: 1) to introduce participants to the resources available from the project to assist them in implementing programs; 2) to allow project staff to interact with participants; 3) to share their plans and innovations with their peers; 4) to allow staff to begin designing procedures for follow-up; and 5) to get some initial feedback from participants on an evaluation of the workshops.

In session A, the project resource staff introduction was preceded by presentations from a representative of the Illinois Model for Career Education Office and a teacher responsible for operationalizing programs for Career Education. Project staff introductions were made, but without a discussion of their competence and interest. Reference was made to their credentials listed on a separate sheet and part of the kit given to each participant (Appendix C, Exhibit 7).

Following resource introduction, participants went back to work in small groups to complete their projects, aided by additional mini-lectures on brainstorming and a handout (Appendix C, Exhibit 8).

After completion of the tasks, each group reported their projected projects to the total community.

Discussion. The process of introduction of project staff resources was an important aspect of the workshop design since the on-going relationship with participants depends on the establishment of clear and precise roles and expectations of both project staff and participants.

Objectives during this segment were not fully achieved in Session A due to the bad timing of the introduction of the Career Education Personnel. They were introduced first and took up a big part of the time in this section. This tended to create a "halo-effect" on career education as the only method for developing innovations for working with disadvantaged youth. This concept was reinforced by the weak introduction of the project staff and its resources.

This weakness was corrected in Session B, when project staff were presented first and each staff member alloted time to present their credentials and speak about their areas of interest and competence. The objective of participant knowledge and use of staff project resources were more clearly realized in Session B. The Career Education Program was presented but limited.

The sharing of projects indicated a relatively high level of interest in the program. Project staff worked with participants in the final phases of their work and helped achieve the objective of establishing a meaningful follow-up system.

Conclusions

Two methods were used to obtain data on participants' perceptions of the workshops' relevance to their issues of concern. For Session A questionnaires designed by R & D were mailed to participants. For Session B, the questionnaire was designed by the training staff and distributed to the participants after the session to be mailed back to the project (App. G, Ex. 3, 5

This report does not include an analysis of either data; however, I am aware that it has been made available to the project. My comments are restricted to the weaknesses in design that did not include one standard participant evaluation schedule for both sessions. This may make the data slightly contaminated.

Participants at the workshops demonstrated a high degree of interest and involvement. This is of significance since non-residential workshops are difficult to organize and maintain. It is a credit to the work of the staff that they were successful both in recruiting the desired number of participants and maintaining their participation (Appendix C, Exhibit 9).

Though there was unevenness of production in workshop A and B, both achieved all objectives to some degree. Difficulties in project design, shortness of time, and limitations of resources placed some restrictions on goal accomplishment and undoubtedly will affect follow-up of the program.

The success of the project, of course, will depend on the ability of staff to implement the complicated design using the gains of the workshop as a springboard. It is my considered judgment that, if any staff can make it, this one can. It is one of high competence, skill, and knowledge. It was a pleasure to work with all of them.

Appendix C, Exhibit 2

FACTORS IN PROBLEM-SOLVING

PROBLEM-SOLVING STEPS	CRITICAL MEMBER FUNCTIONS	BLOCKS	POSSIBLE METHODS
Problem definition -Goal setting -Purpose	-Clarification -Summarizing -Testing	-Ambiguity -Over-generality -Over-rigorous in definition	-Problem census -Buzz group -Problem stating
Idea production -Identification of: (a) probable solutions (b) resources	-Informing -Idea giving	-Too early evaluation -Mixing testing with forming -Status threat -Size of group	-Brainstorming -Buzz groups
Evaluation of alternatives	-Reality testing -Clarification -Summarizing -Harmonizing -Compromising	-Lack of experience -Too hasty deciding -Straw voting -Attaching ideas to persons	-Discussion groups -Staff meetings -Role playing -Reality practice
Decision making	-Summarizing -Testing for consensus -Feasibility testing	-Voting -Polarizing -Failure to take provisional try -Mixing policy and action groups	-Consensus getting -Voting
Action Planning	-Initiating -Informing	-Failure to pin down responsibility -Lack of involvement -Lack of specification of mechanics	-Team planning -Committees -Work groups
Implementation	-Taking action -Pooling resources	-Failure to follow through -Lack of commitment	-Small groups -Individual tasks
Evaluation	-Assessment of activity -Checking methods	-Poor time utilization -Failure of responsibility taking -Success or failure	-Collection of data -Data analysis -Redesigning

Appendix C, Exhibit 3

Listening Skills Observation Sheet

Name: _____ Date: _____

Please check:

Role:			Assessment:	
Listener	Speaker	Brief Description of Behavior Observed	Helpful	Blocking

Designed for Multi-Ethnic Teacher Workshop
February 9, 1974 -- T. Wright

Observer's Name _____

Appendix C, Exhibit 4

LISTENING SKILLS

Most of our problems in working with people result from differences in thinking. The first step in solving these problems is to understand the other person's way of thinking. The second step is to acquaint him with ours. The techniques of listening, if used effectively, enable us to achieve the first step.

But what is meant by listening techniques? Don't we all listen? Surprisingly enough, there is considerable room for improvement in most people's listening behavior. Why is this? Because effective listening, or as it is usually called, active listening, involves trying to understand: (1) the words people use, (2) the different meanings words can have for people, and (3) people's feelings and actions as well as their words. This calls for conscious effort on the part of the listener.

A. Purposes of Active Listening

Active listening is an invaluable aid in any situation involving communication. The first purpose of active listening is to understand what a person is saying, thinking, and feeling. We have all had experiences in using words which were not really communicating what we were thinking or feeling. And yet it was our thoughts and feelings which we were trying to make another person understand. The techniques of active listening are strong tools for helping another person find the right words to express his thoughts and feelings. Thus, one purpose of the use of these techniques is to help a person be a better communicator, to help him be understood. In effect, we are providing him with the chance to influence us, perhaps to change our attitudes and behavior.

The second purpose of active listening is to help a person understand himself better. In the process of explaining his thoughts and feelings, aided by the techniques of active listening, the person often comes to a better understanding of the problem issue. For example, he may see where he hadn't considered some important facts. In short, we are providing him with a chance to change his own attitudes and behavior.

Both of these purposes of active listening are present any time we use these techniques. In using them, we are structuring an atmosphere which provides opportunities for a person to influence the attitudes and behavior of others as well as to take responsibility for altering his own.

B. Uses of Active Listening

Here are some examples of how active listening may be used in a meeting.

USE OF ACTIVE LISTENING	EXAMPLES OF LISTENER'S RESPONSES
1. To convey interest in what the other person is saying	I see! Uh-huh

2.	To encourage the individual to expand further on his thinking	Yes, go on. Tell us more.
3.	To help the individual clarify the problem in his own thinking	Then the problem as you see it . . .
4.	To get the individual to hear what he has said in the way it sounded to others	This is your decision then, and the reasons are . . . If I understand you correctly you are saying that we should . . .
5.	To pull out the key ideas from a long statement or discussion	Your major point is . . . You feel that we should . . .
6.	To respond to a person's feelings more than to his words	You feel strongly that . . . You do not believe that . . .
7.	To summarize specific points of agreement and disagreement as a basis for further discussion	We seem to be agreed on the following points . . . , but we seem to need further clarification on these points . . .
8.	To express a consensus of group feeling	As a result of this discussion, we as a group seem to feel that . . .

C. Suggestions for Active Listening

Here are a few additional suggestions for using active listening.

1. Demonstrate interest in what the speaker is saying. Look directly at the speaker and lean slightly in his direction so as to assume a listening pose. Use facial expressions and gestures (nod head) to indicate that you are listening and understand what the other person is trying to put across.

2. Be aware of the speaker's feelings as well as his words. Watch his actions and facial expressions.

3. Remain neutral. Do not take sides. If two or more members of the group take different views on a subject, be objective and listen for the major ideas on each side. Try to understand where the disagreement really lies. Summarize points of agreement and try to get the people involved to reconcile their disagreements. Get other members of the group to help bring about understanding of different points of view, even though reconciliation may be impossible.

4. Listen for group consensus. Unanimity, though desirable, is not essential in group discussion. Instead we strive for group consensus -- the trend of the group's thoughts. Summarize the discussion with common elements of agreement, but also recognize adverse opinion which is strongly expressed.

5. Avoid personal evaluations. Do not reflect your own opinions with respect to ideas that are brought up in the group. If an idea is to be evaluated, get the group as a whole to make the evaluation.

6. Do not be placed on the defensive. Avoid becoming entangled in debates with one or more group members. Keep issues out in the group and let the group members settle them among themselves. Listen to what is going on and from time to time summarize major points until the real issue is identified.

7. Do not be a partial listener. People tend to hear pretty much what they want to hear. Be alert that your own opinions do not prejudice your listening. Listen for all sides of the issue and be aware of the feelings that are expressed along with the words.

Learning to Listen: A Teacher's or a Student's Problem?

By Theodore H. Wright

We are constantly reminded of the vital importance of effective communication and advised on methods for improving our speech. Seldom do we find a communicator willing to help us, as this one is, to improve the quality of <u>receiving</u> oral communication. Learn to listen!

For thought is a bird of space, that in a cage of words may indeed unfold its wings but cannot fly.

Kahlil Gibran

The Listening Problem

Listening is a technical skill that remains a gem in the r
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listening.

Listening train
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merely of a series
extending from first
college. "Pay attention!" "Now get this!" "Close your mouth your ears!" "Just listen!"

Teachers know
listening. In
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gists believe
um of thought is
in our thinking proc-
race at a fantastic speed
our brains, which are made up
more than 13 billion cells and operate in such a complicated but efficient manner that they make some computers seem slow-witted. However, the average rate of speaking for most Americans is around 125 words per minute, which is frustratingly slow for the human brain to process. This means that, when we listen, we ask our brains to receive words at an extremely slow pace compared with their capabilities.

This also explains why so many people, while listening to others, think about something else at the same time. The problem with listening, then, is that we have spare time in our receiving process. How we use that time determines our listening effectiveness. It is easy to be distracted in listening, especially if the speaker talks slowly or haltingly or if he says something that stimulates another thought.

Teachers must consider the fact

ny years
rs developing
teaching students
explanation lies in a
false assumptions, com-
held by the teaching profession,
which have blocked the teaching of listening. The first assumption is that listening ability depends largely on intelligence, that is, bright people listen well and dull ones listen poorly. Another assumption is that learning to read will automatically teach one to listen.

There is no denying that low intelligence has something to do with an inability to listen, but we have greatly exaggerated its importance. A poor listener is not necessarily an unintelligent person. To be good listeners, we must apply certain skills that are acquired through either experience or training. If a person has not acquired these listening skills, his ability to understand and retain what he hears will be low. This can happen to people with either high or low levels of intelligence. On the other hand, while some of the skills attained through reading apply to listening, the second assumption that learning to read will automatically teach one to listen is far from completely valid. Listening is a different activity from reading and requires different skills.

Reading and listening skills do not improve at the same rate when only reading is taught. This means that in our schools, where little attention is paid to the aural element of communication, reading ability is continually upgraded while listening ability, left to falter along on its own, actually degenerates. The t student is graduated, theref r reader and a bad liste where he proba three times as

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THEODORE H. WRIGHT is a consultant to the Ford Training and Placement Program at the University of Chicago. He is a chapter member of the Black Trainers of Illinois and a member of the Mid-West Group of the National Training Laboratory for Applied Behavioral Science.

SAMPLE

Appendix C, Exhibit 5

BLACK DELINQUENT GANG YOUTH VALUES

DECISION BY CONSENSUS

INSTRUCTIONS: This is an exercise in group decision-making. Your group is to employ the method of Group Consensus in reaching its decision. This means that the prediction for each of the 13 images value-ranked by the individual Black delinquent gang youth must be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. Try, as a group, to make each ranking one which all group members can at least partially agree. Here are some guides to use in reaching consensus:

1. Avoid arguing your own individual judgments. Approach the task on the basis of logic.
2. Avoid changing your mind only in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree somewhat, at least.
3. Avoid "conflict-reducing" techniques such as majority vote, averaging or trading in reaching decisions.
4. View differences of opinion as helpful rather than as a hindrance in decision-making.

BLACK DELINQUENT GANG YOUTH VALUES

Name _____
Group _____

Decision Form

INSTRUCTIONS: The following list of 13 images were given to a large sample of individual Black delinquent gang youth. They were asked to rank these images in the order in which they valued them, with most valued at number 1 and least valued at number 13. Your task is to rank order these images as you predict the Black delinquent gang youth did. Place number 1 by the highest valued image, number 2 by the next, and so on down to number 13.

_____ Sticks by his friends in a fight.

_____ Has a steady job washing and greasing cars.

_____ Saves his money.

_____ Is a good fighter with a tough reputation.

_____ Knows where to sell what he steals.

_____ Gets his kicks by using drugs.

_____ Stays cool and keeps to himself.

_____ Works for good grades at school.

_____ Has good connections to avoid trouble with the law.

_____ Likes to read good books.

_____ Likes to spend his spare time hanging on the corner with his friends.

_____ Makes money by pimping and other illegal hustles.

_____ Shares his money with his friends.

Appendix C, Exhibit 6

THE ATTITUDINALLY DISADVANTAGED TEACHER

Richard B. Zamoff

Studies of social desegregation have revealed a sizeable percentage of teachers who can charitably be labelled "attitudinally disadvantaged". That large numbers of teachers hold negative attitudes toward non-white children is not surprising to social researchers. It probably comes as no surprise to members of local school establishments either, despite the "amazement" such revelations have produced. A superintendent of schools who has even a minimal knowledge of his system might wonder why many of his teachers believe that a larger percentage of non-white than white pupils are incapable of learning basic reading and arithmetic skills. However, he should be anything but amazed at this finding.

The primary consequence of uncovering such attitudes has been remarkably similar in many communities. There have been vague [illegible]ertions that these teachers must no longer be allowed to enter th[illegible] school system -- assertions combined with appropriate expre[illegible]ishment that they ever succeeded in infiltrating in the [illegible]com- panying these predictable reactions has been [illegible]pecial preparation in the form of in-service t[illegible]re desegregation occurs. I assume tha[illegible] is intended to equip them with wha[illegible]dents -- lest the teachers be overco[illegible]is "sensitization" is to h[illegible]d naturally, teachers will be p[illegible]newcomers".

I wo[illegible]ce students with what is ne[illegible]. this article I would like to p[illegible] pupils about to enter classes which [illegible]isadvantaged" teachers. The outline o[illegible] research. In the meantime, the following bri[illegible]ill help us explore the feeling of non-white pupils t[illegible]eachers who will "serve" them when school becomes desegrega[illegible]st we investigate this carefully and ask non-white students t[illegible]neir reactions to the following ten statements:

1. Because the attitudinally disadvantaged teacher is unused to intellectual stimulation, she should be exposed to it in very small doses.

2. It is unrealistic for the student of the attitudinally disadvantaged teacher to set too high sights for his teacher's achievement.

3. Even the most creative non-white student can expect to attain only very limited success with an attitudinally disadvantaged teacher.

4. If a non-white student succeeds in motivating only one out of five of his attitudinally disadvantaged teachers, he is doing very well.

Appendix C, Exhibit 7

TO MULTI-ETHNIC WORKSHOP PROJECT PARTICIPANTS

For Your Information

Below is a roster and brief summary of the interests of the members of the Project Staff who will be available to you as resource persons.

Carol Barber: Project Secretary and Communications Coordinator; will act as a liason person between teachers and Project Staff and can be reached at the Project Office at 427-9719 between 8:00 A.M. and 4:00 P.M.

Loretta Butler: Associate Professor of Education with special interests in teacher education and reading problems.

Marci Enos: Assistant Professor of Education with special interests in research methodology, special education and psychology.

Amy Goon: Project Research Assistant and Roosevelt University student with special interests in special education.

Doris Harmon: Assistant Professor of Education with special interests in reading problems, psycholinguistic teaching models and curriculum development.

Jayne Kidd: Project Research Assistant and Roosevelt University student with special interests in elementary education.

RESEARCH AND DEVELOPMENT

Janice Colbert: Assistant Professor of Education and Research Fellow with special interests in research methodology, child development and psychology.

Dennis McCaughan: Assistant Professor of Education and Research Fellow with interests in research methodology and psychology.

Robert Panos: Director of Research and Development with special interests in research methodology, data analysis and evaluation.

Anne Petersen: Assistant Professor of Education and Research Fellow with special interests in research methodology, measurement and statistical analysis.

Jeff Smith: Research Fellow with special interests in learning environments and sociology.

Appendix C, Exhibit 8

BRAINSTORMING

Purpose

To teach students to build on their own and others' creative abilities and to acquire the experimental frame of mind necessary for effective problem solving. Brainstorming can often bring out some useful suggestions and increase the students' involvement in learning.

Setting

This exercise can be used with any age group and can be completed within a class period.

Procedure

1. Choose beforehand a specific planning task for the class. (Some suggestions: planning for special events such as parent-visiting day; making the classroom more attractive; arranging for commencement exercises.)

2. Introduce the topic of brainstorming. It can be described as a first step in problem solving, a method for getting out the maximum number of ideas for consideration. Emphasize that the only rule is to spill out ideas as quickly as possible without criticism by anyone.

3. Divide the class at random into groups of three to five students. Each group should have newsprint or wrapping paper. Have each group select a recorder.

4. Start with a practice session, instructing the groups to think of as many things as they can that the class does in a day. The recorder lists these on the paper.

5. After five minutes stop the listing, and have the groups quickly count and share the number of items they recorded.

6. Ask these questions of the group:
   Did everyone get a chance to put in his ideas?
   Were you able to avoid criticizing others' contributions?

7. After the practice session, announce the classroom project you have chosen and take a few minutes for questions and clarification.

8. Give the groups ten minutes to record their ideas. (If any groups lose steam ahead of time, encourage them to keep trying.)

9. Ask each group to choose its two most important ideas to be shared with the entire class.

10. Post the lists so that everyone can see how many ideas emerged in a short time.

11. Select a planning committee to combine ideas.

Analysis

Ask the class the following questions:

1. Was this a good way to get your ideas listened to?

2. Did many good ideas come out?

3. Can you think of other times we might use this method of sharing ideas in the class?

Materials

Newsprint (or wrapping paper) and marking pens or crayons.

Appendix C, Exhibit 9

Multi-Ethnic Project
Sessions A and B Weekend Workshops

AREA A, CHICAGO PUBLIC SCHOOLS

Participating Schools	Participants
1. Bradwell Elementary	1
2. Colman Elementary	7
3. DuSable High School	20
4. DuSable Upper Grade Center	3
5. Dyett Middle School	12
6. Englewood High School	4
7. Garvey Elementary	1
8. Gresham Elementary	2
9. Hinton Elementary	1
10. Horner Elementary	3
11. Madison Elementary	6
12. Parkman Elementary	4
13. Ray Elementary	1
14. Reed Elementary	1
15. P. Sheridan Elementary	1
16. J. Thorp Elementary	3
17. Westcott Elementary	1
18. Willard Elementary	1
19. Yale Elementary	1
	73

AREA B, CHICAGO PUBLIC SCHOOLS

Participating Schools	Participants
1. Cooper Elementary	1
2. Copernicus Elementary	1
3. Doolittle West Elementary	4
4. Jungman Elementary	1
5. Komensky Elementary	1
6. Raymond Elementary	1
7. Shakespeare Elementary	1
8. Williams Elementary	1
9. Woodson North Elementary	1
	12

AREA C, CHICAGO PUBLIC SCHOOLS

Participating Schools	Participants
1. Audy Home Elementary	1
2. Avondale Elementary	1
3. Cather Elementary	1
4. Disney Magnet Elementary	6
5. Goudy Elementary	4
6. Jahn Elementary	1
7. Jenner Elementary	9
8. Little Big Horn High School	3
9. Peirce Elementary	1
	27

Distribution of Participants by Grade Level

Grade Levels	K-3	4-6	7-8	9-12	Other	TOTAL
No. of Participants	24	26	28	26	10	114

Appendix C, Exhibit 10

CURRICULUM VITAE

June 1974

Earl L. Durham

Home Address:	171 Elmwood Avenue Oak Park, Illinois 60302
Telephone Number:	(312) 848-6019
Date of Birth:	November 14, 1923, Chicago, Illinois
Marital Status:	Married--Wife, Rosalind
Children:	Four boys, ages 12, 14, 19, 21
Military Service:	U.S. Navy - U.S. Marines - 1943-1946
Social Security Number:	337-12-7761

Education

Bachelor of Science in Chemistry, Roosevelt University, Chicago, 1958

Master's Degree - School of Social Service Administration, the University of Chicago (Solomon O. Lichter Award) 1969

Specialized Education

National Training Laboratory - Institute for Applied Behavioral Science, Bethel, Maine - 1968

Midwest Group for Human Resources - NTL Professional Development Institute for Training of Black Trainers, 1969

Management Seminar for Agency Executives - Industrial Relations Center, University of Chicago, 1969

Transactional Analysis in Individual and Group Treatment, 1968-1969

Employment

1970 - Assistant Professor and Chairman, Community Work and Social Planning Sequence, the School of Social Service Administration the University of Chicago

1969 - 70 Field Work Assistant Professor, the School of Social Service Administration, the University of Chicago

1967 - 69 Research Director, St. Leonard's House--Half-Way House for Ex-Offenders and Heroin Addict Rehabilitation Center, Chicago

1965 - 67 Research Associate, Chicago Medical School - Development of Curriculum for the Teaching and Training of Professionals in Treatment and Prevention of Drug Abuse (NIMH Grant)

1964 - 65 Executive Director, Student Woodlawn Area Project - Chicago An inner-city tutorial project for black high school students, a community action agency funded by O.E.O. - project included 200 parents from surrounding community

1960 - 63 Analytical Chemist - Macco Products Company

1959 - 60 Research Assistant - Hektoken Institute for Medical Research, Cook County Hospital

Current Consultantships

1971 - Board of Education - City of Chicago, Area B Drug Abuse Education Program

1972 - Council on Social Work Education - Drug Abuse Curriculum Project

1974 - Center for New Schools

1974 - Illinois Department of Corrections, Juvenile Division, Regional Field Project

Past Consultantships

1970 - 71 Catholic Charities, Consultation and Education Service Alcoholism and Drug Abuse.

1969 - 71 Ford Training and Placement Program, Department of Education, the University of Chicago, Program for the training and placing of teachers in inner-city public schools and the development of innovative educational projects.

1970 - 71 Consultant to the Director of the Woodlawn Service Program: assisted in staff recruitment, program evaluation, training and community relations.

1971 - 73 West Side Veterans Administration Hospital - Social Service Drug Abuse Rehabilitation Program

1970 - 72 Consultant to Community Organizations: Hyde Park-Kenwood Community Conference; Mile Square Federation; Afro-American Patrolmens Association; Englewood Neighborhood Health Clinic; YMCA Neighborhood Youth Program

1972 Oak Park-River Forest Experimental High School Education Project

1972 Board of Education - Metropolitan School

1972 Staff, Gage Park Public High School, Chicago

Professional Experiences: Teaching and Training

1971 Adult Basic Education for Urban Clients Conference and Teacher Training Program - Funded by U.S. Office of Education, held at the University of Chicago (four-day human relations laboratory), Dean

1971 Chicago Public School of Metropolitan Studies, Race Relations and Organizational Development Laboratory for entire teaching staff, Dean

1971 National Training Laboratory - Institute for Applied Behavioral Sciences - Professional Development Laboratory for Training of Trainers - seven days, Co-Trainer

1971 Board of Education - State of Michigan Teacher Training Program for Adult Educators - Human Relations Laboratory, Dean

1972 Mid-South Comprehensive Health Planning Organization - Community Participants Training Program, Director

1972 Medical Committee for Human Rights Staff Development Program - three-day seminar, Consultant-Trainer

1972 Board of Education - City of Chicago - Area B; Directed a ten-session drug education leadership institute for teachers and administrators

1972 Board of Education - City of Chicago - Area B; Directed a five-day session for drug abuse education curriculum building for public schools

1973 Midwest Center, Chicago Satellite, E.P.D.A. University of Illinois at Urbana-Champaign, College of Education, Weekend Workshop for Teachers, Administrators, and Parents of Crane High School, Chicago, Co-Trainer

1973-1974 Roosevelt University, College of Education, Project: "To Provide an Intensive Training Experience for 100 Chicago Area School Teachers of Disadvantaged Youth." Two weekend workshops, Chicago, Dean

1973 Riley Elementary School Community Council of East Chicago, Indiana, Workshop for Administrators, Teachers, and Parents, Co-Trainer

1973 University of Northern Colorado, Black Studies Department, Course and Interpersonal Growth Workshops for Teachers and Minority Students, Greeley, Colorado, Co-Trainer

1974 Illinois Department of Corrections, Juvenile Division, Chicago Regional Field Project, In-service training program; Community organization and professional service, Dean

Service to Private and Civic Organizations

Member:

President, Board of Directors, Inner City Fund/Urban Dynamics
Board of Directors, Near North Family Guidance Center
Board of Directors, St. Leonard's House
Board of Directors, Community Programs, Inc.
Policy Board, National Training Laboratory, Institute of Applied Behavioral Sciences, Black Affairs Center
Council for Community Services, Advisory Committee for the Drug Abuse Services Project
Community Resource Board, Chicago Metropolitan Council on Alcoholism

Professional Affiliations:

Council on Social Work Education
National Association of Social Workers
National Training Laboratory - Institute of Applied Behavioral Sciences
Association of Black Trainers
International Transactional Analysis Association
American Association for the Advancement of Science
American Association of University Professors
Certified Social Worker - State of Illinois
American Academy of Political and Social Science

Recent Papers Delivered

Drug Abuse Among Youth, Area A - Board of Education In-Service Training Seminar, Chicago, February, 1972.

Drug Abuse Education in Public Schools, District Seventeen, Chicago Public School, In-Service Training Meeting, Chicago, April 1972

Community Organization and Public Education, Training Teacher-Trainers Program Seminar - University of Wisconsin, May 1972

Drugs: Scapegoat or Problem? Junior League of Chicago, Inc., June 1972

Drugs and Religion, Lecture for Laity Day Program, United Methodist Church, 1973

Drug Abuse and Social Work Education, Faculty Seminar, Howard University School of Social Work, 1973

Faculty and Administration Responsibility in Affimative Action, West Virginia State University School of Social Work, 1973

Overview of Drug Abuse in America, Jane Addams School of Social Work, University of Illinois, Circle Campus, 1973

Drug Abuse in America: Implications for Curriculum in Social Work Education, Faculty Seminar, [illegible] State University School of Social Work, 1973

The Minority Perspective in Higher Education, Keynote address at Conference on Illinois Higher Education, auspices of Illinois Commission on Human Relations, 1974

Drug Abuse and Youth, Evanston Township High School, Lecture for Students, 1974

Publications

Book Review: Fish, John. Black Power/White Control: The Struggle of [illegible] in Chicago. Princeton University Press, 1974; Showcase/Chicago Sun Times, January 17, 1974, Reprinted in Planning, the ASPO Magazine, April/May 1974.

St. Leonard's House: A Model in the Use of Ex-Offenders in the Administration of Corrections, Crime and Delinquency, vol. 20, no. 3, July 1974.

"The Drug Scene - A View from the Streets." Videotape for Training of Mental Health Workers, Illinois Department of Mental Health, 1972.

"A Psychopharmacology Training Program for Youth Workers." Published in the Proceedings of the of the National Academy of Science Conference, Indianapolis, Indiana, 1968.

Off-Campus Teaching

"Dual Professional Competency: Similarities and Differences Between Social Work Practice and Christian Ministry." Taught at McCormick Theological Seminary, Winter Quarter, 1974

Courses Taught or Currently Teaching

Social Development: Human Behavior and Social Systems
Social Movements and Social Welfare
Community Organization
Social Development: Strategies of Intervention
Social Welfare Administration
Drug Abuse: Issues, Social Policy and Treatment
Organizational Development
Institutional Change

SSA Committees for Academic Year 1974-75

Committee on Faculty Status, Promotion, and Hiring (elected, 3 year term)
Dean's Faculty Advisory Committee (elected)
Community Work, Social Planning Sequence Committee, Chairman
Curriculum Policy Committee
Human Behavior and Social Environment Curriculum Committee
Social Development Curriculum Committee
Committee on Continuing Education
Faculty Awards Committee

Awards

Solomon O. Lichter, SSA 1969
For Outstanding Service to the Black Community, NABSW, 1973

RESUME OF
THEODORE H. WRIGHT

Home: 1714 East 91st Place
Chicago, Illinois 60617
(312) 221-5883

Office: Chicago Bd. of Education
Area B Office
Dept. of Community and Human Relations
4815 S. Karlov Avenue
Chicago, Illinois 60632
(312) 254-8550

Job Objective

To manage, supervise, assist or act as consultant in organizational development and human relations training, programs and activities.

CHRONOLOGY

Jan. '56 to Present

Chicago Board of Education
--Special Elementary Playground Teacher
--Elementary School Teacher
--Human Relations Course Instructor; Dept. of Human Relations
--Community and Human Relations Coordinator; Area B Office

Sept. '71 to July '72

University of Chicago, School of Education, Social Psychological Specialist Program
--Supervisor, Field Work Interns

Jan. '72 to July '72

NTL Project Follow-Through, St. Louis Public School
--Organizational Development Consulting Focus

Sept. '69 to Aug. '72

University of Chicago, Graduate School of Education; Ford Training and Placement Program (Teachers)
--Group Process and General Consultant

May '70 to Oct. '70

St. Louis University (St. Louis, Mo.)
--Mediator, University Administration and Black School Community

June '69

University of South Carolina, South Carolina School Desegregation Consultant Center
--Human Relations Consultant

EDUCATION

1968

DePaul University, Chicago, Illinois
Degree: Master of Arts
Thesis: An Enrichment Project for Culturally Deprived Children

1955

Northern Illinois University, DeKalb, Illinois
Degree: Bachelor of Science in Education

1947 & 1951

Chicago Public Schools

AWARDS

1951

State of Illinois - State Normal University or Teachers College Scholarship

1951

Athletic Grant-in-Aid Scholarship - Northern Illinois University

1969

NTL Institute Consultation Skills Lab Scholarship

RELATED EXPERIENCES

1964 to Present (Highlighted)

Human Relations Training and Organizational Development Consultant to:
--Public Schools of Chicago, Illinois; Houston, Texas; Wichita, Kansas; Louisville Kentucky; University City, Missouri; Rich Central High School, Illinois.
--University of Chicago; Northern Illinois University; Indiana University; University of Northern Colorado; Northeastern Illinois University; Chicago State University; University of Illinois Circle Campus
--Woodlawn Experimental Schools Project; Chicago Satellite, EPDA; Woodlawn Service Project; Headstart, Chicago Archdiocese; Mexican American Council on Education; Westside Organizations (all in Chicago) McLean County Social Service Council; Lutheran Church Ministers; VISTA Supervisors (Midwest)
--State of Illinois; City of Gary, Indiana, Model Cities
--National Urban League; Crossroads Program
--Combined Motivation Education Systems, Inc.

PROFESSIONAL AFFILIATIONS

--Association of Black Trainers---Charter Member
--Black Affairs Center for Individual Development and Social Change, Inc.---Resource Staff Member
--Illinois Association for Supervision and Curriculum Development---Member
--International Society for General Sementics---Member
--Kappa Delta Pi, Honor Society in Education---Member
--NTL Institute, Developmental Experiences for Individuals, Groups and Organizations---Adjunct Staff Fellow

PUBLICATIONS

Book

Tuning In--Learning to Listen, Middletown, Connecticut: American Education Publications, 1972

Article

"Learning to Listen, A Teacher's or a Student's Problem", Phi Delta Kappan, June, '71

PERSONAL

Born:	Chicago, Illinois, September 24, 1933
Marital Status:	Married, 2 children
Health:	Excellent - Physical 1971
Appearance:	Height - 5'10", Weight - 171 lbs.

REFERENCES

On request.

Appendix D

Workshop Agenda and Results of Problem Identification Exercise

Appendix D, Exhibit I

Workshop for
"An Intensive Program for Teachers
of Disadvantaged Youth"

February 8-10, 1974

Saturday

9:00 Open Workshop:

Introduction of Workshop Objectives

Introduce Ted
Expectations of participants - product commitment
Expectations of Staff - Resource Availability
Adult Education
You Have Answers

9:05 Instructions for Individual Work Task:

I. Describe the conditions that concern you most in <u>your</u> work with disadvantaged learners.

II. Why do you think these conditions exist?

III. List the barriers that you feel contribute to this situation. (List them in order of intensity.)

IV. Describe a <u>curricular</u> innovation project, activity, or variation in your current program at school that <u>you</u> can initiate to help alleviate the conditions described in (I) above.

9:15 Stop Action - Dyad Formation

Instructions: Pick a person and share your responses to the questions and explain them.

9:25 Stop Action - Quartet Formation

Task: Pair up with another pair and continue discussion (introduce each other by interests).

Write on Newsprint - Post on Wall

10:00 Break - Mill Around and Look

10:00	Total Community: Mini Lecture - Problem Solving
10:20	Back to Finish Task
10:45	Interrupt with mini lecture on skill of brainstorming
12:00	Lunch
1:00	Total Community: Skills Exercise: Communication - Listening
2:30	Break
3:00	BDGY Exercise (Attitudes and Values)
4:30	Process
5:00	Adjourn

Sunday

	Announce Schedule
10:00	Regroup and Continue Task
11:30	Interrupt to Introduce Resource Staff
12:00	Lunch
1:00	Finishing Touches on Plan
2:30	Share Plans with Total Community
3:30	Questionnaire - From R. & E.
4:00	Adjourn

Appendix D, Exhibit 2

College of Education
Roosevelt University
Multi-Ethnic Project

COMPILATION OF TEACHERS PROBLEM IDENTIFICATION WORKSHEETS

SESSION A WORKSHOP

Problems:

1. Home and community environmental influences have greater affect upon the learning process of students than the school.

2. Students are afraid to make a mistake in the learning process.

3. Motivate the student so that he trusts the teacher and allows the teacher to guide him.

4. Classes are too large:

   Not enough time to spend with students;
   Unable to work individually with students.

5. Lacking successes students accept defeat before getting started. Students lack self-confidence.

6. Schools offer deferred rewards whereas students needs are immediate.

7. Assignment of teaching personnel is often misplaced.

Reasons

1. Schools are trying to do too much. They have tried to take over the responsibility of the home and community.

2. Children feel uncomfortable when they think, and thinking is vital to learning.

3. Students don't see the relevancy of work.

4. Teacher aides not distributed evenly in number of hours he, she spends with each teacher.

5. Administration is more concerned with own enhancement than with the real problems of students and teachers. Don't make waves and you'll get promoted.

Barriers

1. No real commitment on the part of the government and its institutions to do anything about the problems of poverty, lack of power and hopelessness of minorities in this country.

2. Self-disbelief.

I. Concerns

   A. Lack of motivation and interest
   B. Lacking in basic skills

C. Lack of self-direction
D. Lack of parental guidance
E. Insufficient community involvement

II. Reasons for Existing Conditions

A. Poor attendance
B. Economics
C. Community value system

III. Barriers

A. Parent rapport (student, teacher and school)
B. Peer influence
C. Adult image
D. Self image
E. Schools failure to identify and/or then to act
F. Time and resources

IV. Innovation

A. 45-15 extended school year
B. Quarter "unit" courses
C. Career education

I & II

Lack of motivation to learn
Lack of community involvement and use of parent skills and talents
Lack of common background (children)
Physical and economic problems (hunger, disease)
Lack of teacher interest in the children
Educational and experiential deficit, especially in high school and upper grades: "The no-failure policy" passes children along without learning.
Lack of attention to individualization in teaching policy, and innovative techniques
Tendency of schools as institutions to act more as enforcement and/or punitive agencies rather than having as a primary goal meeting children's needs
Limited use of schools as a physical plant on weekends and evenings

III. Barriers

Economics:

1. Children and parents have more pressing life problems than schooling.
2. Resources (materials, money, food, health care, etc.) not available to needy schools.

Communication:

1. Parents can't help teachers understand their concerns.
2. Intra-staff (between teachers and teachers and administration).

Power of engineers - Use of school governed by non-educative staff.

Our own barriers:

Difficulty in fighting through ideas against the school hierarchy or more dominant personalities
Locked in by having to go through the bureaucracy to get anything done

"Fears": Teachers tend to conform. Why?

Fears about administration
1. Esteem/approval
2. Rating

Fears about colleagues esteem
Fears about not "looking good"
Fears about "going out on a limb" and seeming uncooperative because of unique or different approaches; competitiveness
Need to feel "safe" rather than extend selves and ideas
Inability, for many reasons, to utilize resources and need techniques, etc.

IV.

To get together with other schools and teachers to promote a way to extend the school day and use of building.

1. Evening and weekend program for kids and adults
2. Use community resources to come to school
   a. church
   b. law
   c. college students and tutors
   d. musicians
   e. politicians
3. Use school as life sustaining agency
   a. Medical "center"; dentist
   b. Center for drug abuse; social work

Solutions:

Bring in interns and graduate students in fields like psychology, social work and medicine to give free or inexpensive service and information.
Bring in community people (just regular folks) who can do things such as teach sewing, knitting, cooking so school is part of the community, not just an isolated building.
Develop special proposals to meet specific needs of individual students.
Develop within teachers the ability to recognize and really deal with emotional needs of children (and their own).
Develop empathy and respect for children as people.
Teachers and kids need somebody they can gripe to.
Start remediation programs as an alternative to "no-failure."
Plan specific ways to enlarge and expand the career goals of children:
1. What careers exist?
2. Start in kindergarten
3. Encourage diversity of career choice

Concerns

1. Absenteeism
2. Techniques used in vocational education
3. No tomorrows!
4. Misuse of media center
5. Inadequate facilities for socialization

Do schools relate to the reality of society?
Do schools make effective use of community resources?

Conditions:

1. Confused, agitated state of students
2. Lack of materials for teaching disadvantaged child
3. Non-readiness upon entering the first grade
4. Lack of commitment on part of parent to the goals of education. Language barrier that preclude communication between school and community - teacher-parent.

Why Conditions Exist:

1. Disorganized home life
2. Inefficiency in planning a new school. The equipment and materials are not distributed on an equitable basis.
3. Transciency of student body caused by transciency of the family. Low expectation by the teacher.
4. Parents don't appreciate value of education or don't understand the connection between education and success.

Barriers:

I. a. Child's low self-concept
   b. Parental low self-concept
   c. Schools low concept of parent and child
   d. Family financial condition

II. a. Board of Education
    b. Sources of distribution
    c. Administrators

III. a. Teachers perception of "disadvantaged" child
     b. Lack of cultural background

IV. a. Language - non-English speaking or English as a second language
    b. Economic status
    c. Minimal formal education of majority of the parents

Curricular Innovation Project, Activity, or Variation in Current Programs:

I. a. Have a routine established each morning that would enable the student to make a pleasant transition from hectic home life to school setting.

b. Give student choices of curriculum, that is, allow him to decide what subject matter he would like to deal with at given times of the day.

II. a. Initiate program utilizing audio-visual aids and help of teacher aids in construction of visual aids.

III. a. Involve parents in the classroom situation
b. Organize low achievers for a two month period in a program geared toward improving their basic skills.

IV. a. Parental involvement in the educational process

I. a. Discontinuance of federally funded programs before they have reached maturity
b. Lack of continuity among the several programs existing in a school
c. Too many programs in some districts to fully understand their purposes, or evaluate results
d. Lack of responsibility, motivation and interest of parents in the education of their children
e. Inability of teachers to communicate with the children, and to assess their needs
f. Problems existing in the homes carrying over into the schools
g. Negative attitudes of children regarding the relevance of school and the world of work
h. Questionable use of teacher-preparation time

II. Conditions Existing
a. Housing code permits conditions which allow low income families to be placed. Problems which develop as a result of crowded conditions:
1. crime
2. models of unacceptable characteristics according to society
b. Parents allow schools to take full responsibility for the education, etc., of their children.
c. Overcrowded schools.

I. Money to improve the institutional setting.

a. Legislation
b. Community

II. Improve Discipline in the School

a. Investigate the possibility of having 2 non-coed schools in each district.
b. Investigate the possibility of having non-coed floors within the schools.
c. Recruit special persons to implement this program.
d. Experiment with team teaching.

III. Motivation -- Getting the Child Interested and Involved

a. Finding child's needs
b. Individualizing the learning experiences and setting up learning centers
c. Involving parents in a cooperative effort to involve the child.

d. Help child to develop more responsibility
e. Setting up a curriculum.

IV. Unify the Learning Process

a. Stress the teaching of skills of problem solving, decision making, etc., in all subjects.
b. Encourage the students to be more responsible for their own mental development.
c. Let students help plan their studies.

Issues (basic)

1. Personnel
2. Forced Integration
3. Inability to read at a given level at a given time
4. Lack of awareness of own culture

(Specific)

1. Board of Education - hiring teachers not able to teach beginning skills
2. Hiring teachers who are not interested in teaching
3. Teachers not aware of cultural background of children they are teaching
4. Meeting childrens needs at the level they are when you get them
5. Relating the material to the learner and making it "relevant"
6. Motivating pupils to become more independent learners
7. Exposure of pupils to the "larger society" or the world he must learn to deal with
8. Exposure of pupils to the importance of test taking and test taking techniques
9. Teacher commitment
10. Acceptance of pupils by teachers as unique individuals
11. Motivating parents to involve themselves in the educational process of intermediate and upper grade pupils
12. Motivating pupils to accept each other as valuable

Problem:

Because of the hiring process, teacher motivation, forced integration, pupil motivation, teacher awareness of cultural background of the pupils they teach, "pupils in intermediate and upper grade levels lack basic skills."

I. Problem: Lack of interest and involvement of educators with students from different backgrounds (8:30-3:15 job).

II. Alternatives: (as an individual)

A. Provide expanding experiences that are cultural, social and intellectual.
B. Providing personal resources (family, friends).
C. Developing peer-to-peer interest and involvement.
D. Searching out civic, religious and business resources.

III. Decision Making:

Alternatives A, B, C and D have been workable in the past, but are not the most effective way. Full system programs would be the desired.

IV. Plan of Action:

A. Talk to other teachers in your school
B. Plan a meeting in a social setting
C. Enlist help
D. Pool resources
E. Compare experiences

V. Implementation:

Accept a child to work on an individual basis with (big brother and sister)

VI. Evaluation:

Pre-post assessment of interest

I. The conditions that concern us most in our work with disadvantaged learners are the students:

A. lack of a self-concept,
B. lack of confidence in his ability to learn,
C. lack of motivation for learning,
D. lack of "feeling a part of" a total community, and yet feeling insecure outside the community, and
E. lack of basic learning skills necessary for success in high school.

II. These conditions exist because:

A. the student is rarely exposed to success models within his community that could afford him the motivation for learning;

B. The student finds long range goals infeasible due to the immediacy of the situation in which he lives:

1. over-crowded living conditions,
2. financial needs,
3. lack of community cohesiveness,
4. lack of sense of family, and
5. lack of encouragement.

III. The barriers that we feel contribute to this situation are:

A. over-crowded classrooms which make it difficult to deal with the individual needs and interests of the students;
B. lack of funds to initiate the kinds of programs that will provide varied experiences;
C. lack of adequate facilities in which to implement innovative programs, and
D. lack of community input and involvement.

IV. A curricular project that could be initiated to alleviate the above conditions is a "mini-career" education workshop that might include:

A. introducing students to a wide range of careers;
B. acquainting students with the skills necessary to attain specific jobs;
C. exposing them to persons, especially from the community, who are presently employed in these various positions;
D. arranging field trips that will provide first-hand experience for students;
E. allowing students to set realistic, individual goals, and
F. planning a program with the student that will help him attain his goal.

Introduction

We don't believe that we have disadvantaged children. We work with children who have learning difficulties, who perhaps have problems related to health and nutrition, and whose social adjustment may require special professional assistance. However, these conditions do not necessarily reflect disadvantages. We believe that there are conceptual differences here - we are not hung up in a semantic quarrel. We believe our children are blessed with special abilities, interests, and talents. It is our responsibility to assist them in achieving their fullest potential while we work with them. We are only one phase of a total growth and experiential pattern that will extend for a life-time. We have great faith in our youngsters and we are confident that they will "make it". We intend to do whatever we can to help them along the way.

I. Concerns

A. Limited curriculum materials and supplies
B. Construction lag: some facilities have not been completed, thereby slowing our program progress.

II. Why These Conditions Exist

The Chicago Board of Education mandated the administration and staff of our school to create and operationalize an innovative program dedicated to equality of educational opportunity in an integrated setting and has not yet made a full commitment to support the program to its fullest potential.

III. Barrier

("Downtown") administrative red tape

IV. Innovative Project

Each team at our school is committed to ethnic modification of the curriculum. Regular in-service sessions are held to write, implement, and evaluate curricula that is relevant. While celebrating holidays, "week"-type commemorations, etc., we are attempting to design multi-ethnic units that form the base of our instructional program.

Examples:

A. Scholastic Units

1. Small world
2. Family

3. Courage
4. Frontiers
5. Afro-American studies

B. MacMillan "Bank Street" Program
C. Distar
D. Random House
E. Sullivan Program
F. TESL
G. Hoffman Reader
H. Systems "80"

Social Studies

TABA - A Process Approach

Foreign Language

The Parents Advisory and Community Councils have committed our staff to the teaching of Spanish as a second language.

Math: I.P.I.

Science: S.C.I.S./S.A.P.A.

Shared Facilities

Science Lab, Vivarium
Music: Ofr, Band, Chorus, Orchestra
Art Lab
Library Learning Center
Photography
Gym
Communication Arts Center

School/Pod Membership

45% White
30% Black
19% Spanish Speaking
6% American Indian, Oriental

Work Task

I. Subsistence as opposed to existence in the home, school and community

A. Hunger
B. Medical Care
C. Powerlessness
D. Lack of Housing

II. Ethnic Supression

A. Lack of power career choices
B. Lack of identification with the printed page and media
C. Physical environment of the community

1. poorly equipped
2. housing
3. sanitary controls

III. Pre-Natal and Child Care Classes

Reading intensification using relevant materials
Realistic career orientation
Geography (local and extended) - Where are the facilities in the area?
Industry, commerce, education, economics, politics, recreation - Where are the facilities? How to use them? How to function with them?

Concerns

I. A. Unwillingness to try the unexplored
B. Low motivation to learn to think, to transfer school learning to outside experiences
C. Low or no interest from parents
D. Insufficient materials and equipment
E. Unrelated curriculum taught
F. Language barrier of non-English speaking
G. Lack of interest outside of their own community
H. Wall of defenses from students
I. Acceptance of generalities from mass media
J. Low self-esteem
K. Discipline

II. A. Little or no re-inforcement from home
B. School enforcement of rules
C. Impact of T.V., movies, newspapers
D. Financial situation of community
E. Lack of qualified teachers
F. Poor programming and planning (needs are not being met)
G. Educational background of parents

III. The Barriers

A. Administration blocks constructive efforts of teachers;
B. school's lack of trying to interest parents to become involved in school matters;
C. problems outside of the school that the students personally encounter; and
D. the child feels insufficient to meet the challenges outside his community.

IV. Curricular Innovations

A. TESL Program
B. 45-15 Plan
C. Build a curriculum around students experiences
D. Inquiry method for students
E. In-service meetings for shop, home economics, teachers, etc.

Language:

Alternate speech forms
"Standard" "Non-Standard"
Social class - value systems
Experimental backgrounds
Mono-cultural
Higher education - movement into the teaching profession
a. perpetuation of standard and non-standard
Integration: intra-acculturation

Goals:

Sensitive, yet effective communication between teacher, student and community.
Closer ties between school and community
a. understandings of religion, economics, careers, goals and attitudes
b. cooperative involvement of same
c. policy-making -- planning (example: teachers-parents-students and community plan a particular unit, etc.) Teacher not doing the plan alone - input from community.
1. Group meetings
2. Telephone calls
3. Home visits
4. Notes
5. Go to community resources
6. Go to churches, centers, etc.

I. Concerns

A. Self-concept - self-confidence
B. Reading - comprehension
C. Motivation - students
D. Lack of educational materials
E. Testing - guidance - parent and student counseling

II. Conditions and Barriers

A. Parental expectations (too high-too low)
B. Relevancy of subject matter
C. Socio-economical environmental conditions
D. No learning challenge
E. Non-effective curriculum guides
F. Changing of teacher personnel - without regard to the students
G. Lack of motivation - teachers
H. Overcrowding - the school-classroom
I. Student and teacher responsibility
J. Community participation
K. School personnel inter-communication (administration, faculty, staff)

III. Activity

SIMULATION GAMES

A. Group (large-small) orientation

1. self-concept/confidence
2. student responsibility
3. oral expression

Example - Role Playing/Problem Solving
Students are divided into groups. Groups are given the same/different problem. They discuss within the group and then present their solutions. General discussion.

Curriculum determines role playing and problem.

Appendix D, Exhibit 3

Workshop For
"An Intensive Program for Teachers
of Disadvantaged Youth"

February 22-24, 1974

Saturday

9:00 A.M. Open Workshop: Introduction of Workshop Objectives

--Introductions
Expectations of Participants - Product Commitment
Expectations of Staff - Resource Availability; Adult Education; You Have Answers

--Individual Work Task

--Dyad Formation - Pick a person and share your responses to the questions and explain them.

--Stop Action

--Quartet Formation - Pair up with another pair and continue discussion (introduce each other by interests).

Write on Newsprint - Post on Wall

--Break - Mill Around and Look

--Total Community: Mini Lecture - Problem Solving

--Back to Task

12:30 Lunch

Total Community: Skills Exercise: Communication - Listening

--Break

--Exercise (Attitudes and Values)

--Process

5:00 Adjourn

Sunday

10:00 Announce Schedule

--Introduce Resource Staff

--Continue Task

12:30 Lunch

--Finishing Touches on Plan

--Share Plans with Total Community

--Termination

4:00 Adjourn

Earl Durham, Dean
Ted Wright, Co-Trainer

Appendix D, Exhibit 4

Roosevelt University
College of Education
Multi-Ethnic Project

COMPILATION OF TEACHERS' PROBLEM IDENTIFICATION WORKSHEETS

SESSION B WORKSHOP

Problem: Student is unable to perceive relationship between school work and world of work due to lack of knowledge about world of work.

Goal: Acquaint student with world of work, school and community.

Evaluate: Product and process

POOR SELF-CONCEPT

1. Motivation
2. Success orientated curriculum
3. Parent pressure for change
4. Lower teacher-pupil ratio
5. Raise teacher expectations

---

1. take the child where he is

2. develop and maintain positive self-image
3. greater teacher expectation
4. teacher-teacher communication
5. development of positive school-community understanding
6. recognition of pupil progress

---

1. parent indifference
2. teacher indifference
3. administration indifference

} leads to pupil indifference

4. lack of consideration for pupils
5. teacher accountability
6. lack of consistency in programs
7. lack of direction
8. teacher training does not adequately prepare teachers for inner-city experiences

---

GET IT TOGETHER WITH THE PARENTS, TEACHERS AND ADMINISTRATION SO THE STUDENTS MAKE IT IN THE MAINSTREAM OF OUR SOCIETY.

Inadequate ethnic materials
Inadequate time for teacher preparation
Inadequate and inappropriate in-service programs
Lack of accountability
   a. principal
   b. teacher
   c. parent
Lack of teacher esteem
Lack of concern between "downtown" and "front line"

A. Pre-conceived attitudes and expectations (negative) that teachers bring to "culturally different" and "disadvantaged" students (both individual and collective) tends to limit the students in motivation and achievement.

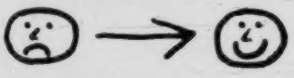
B. The current (last decade) awareness that the schools have an obligation to educate the "disadvantaged".

C. All teachers during their professional training are not adequately prepared to educate the "disadvantaged".

Problem: Build positive self-concepts in our children. Attempt to change teacher's negative attitudes and expectations which contribute to our children's poor self-concepts.

Beginnings of Solutions:

1. Encourage each child to realize he "can do".
2. With the help of the Roosevelt Staff, attempt to design an instrument to measure children's self-concepts.
3. Set up an in-service program for teachers to help make them aware of how their attitudes, expectations and comments influence and affect their children.
4. Initiate group projects which will be learning experiences but which will not include built-in failure factors.
5. Attempt to comment on the positive aspects of children's behavior and achievements. Minimize comments on the negative.
6. To create an awareness of career opportunities with emphasis on what each child might want to be.
7. Set up a workshop on career education using the resources of the Division of Vocational and Technical Education emphasizing the possibilities for the child's own future place in the world.



Problems:

1. The dependency on scores made on standardized tests which have been proven to be more or less invalid for the testing of most multi-ethnic groups.

2. Teacher-pupil ratio
3. Parent apathy - child apathy
4. Lack of qualified, dedicated personnel with the ability to motivate and inspire an interest in learning and setting goals

---

Problem Definition: Self-image improvement

Goal Setting: To say "I can" or "I'll try" instead of "I can't"

Change attitudes from a negative to a positive one

Purpose: To create a positive learning attitude

Brainstorming: Teacher Approach:
- friendly
- informative
- create atmosphere of trust

Action Planning -- Provide series of successful experiences

- Reading
  - experience charts
  - write own newspaper
  - make own activities
    - dittos
    - sequence pictures from comic strips
    - write own stories
    - follow directions
    - booklets "all about me"
- Praise
- Rewards
  - concrete
  - verbal

Inadequate space
Inadequate supplementary help
enrichment program (drama, art, music, foreign languages)
inavailability of materials
compulsory pre-school education

Summer tours for children and teacher at the Board's expense
Four day week without lengthening the day
Clean up week for tours for teachers at Board's expense

More physical education
More dedicated teachers
Summer tours for children - U.S. and Abroad
Rewards for learning - verbal and materialistic (by the Board)

Teacher attitude is the key to the (THE) problem;
Principal is the master key

---

1. What are schools for?
   education?
   social servicing?
   replacement for home?
   perpetuating middle class values?

   LET'S DEFINE EDUCATIONAL OBJECTIVES.
   WHO'S DISADVANTAGED? LEARNERS OR TEACHERS?

2. Teachers -- Do you like children?

STAMP OUT VERBAL OBFUSCATION!

Let's get on with the action!

Motivation:

Relative resources
Interesting materials

Discipline:

Improved student-teacher relationships

Parent Involvement:

Compulsory parent training
Teacher-community involvement

Professionalism:

Improved teacher training

THEREFORE:

TEACHERS WHO GIVE A DAMN PRODUCE STUDENTS WHO GIVE A DAMN!

self-motivation	positive parent involvement
adequate resources	discipline
professionalism	effective administration

---

1. Further decentralization of Board of Education, i.e. more direct community involvement.
2. Cleaner and better physical plants.
3. Equal distribution of funds.
4. Give experimental programs a chance to work.
5. Develop a city-wide reading program.

---

1. Ineffective administration
2. Ineffective teachers
3. Apathetic parents
4. Lack of motivation and interest for learning
5. Lack of continuity in reading programs - city-wide.

---

1. Getting teachers together - become more aware of the needs of the children. Orientate new teachers to same.

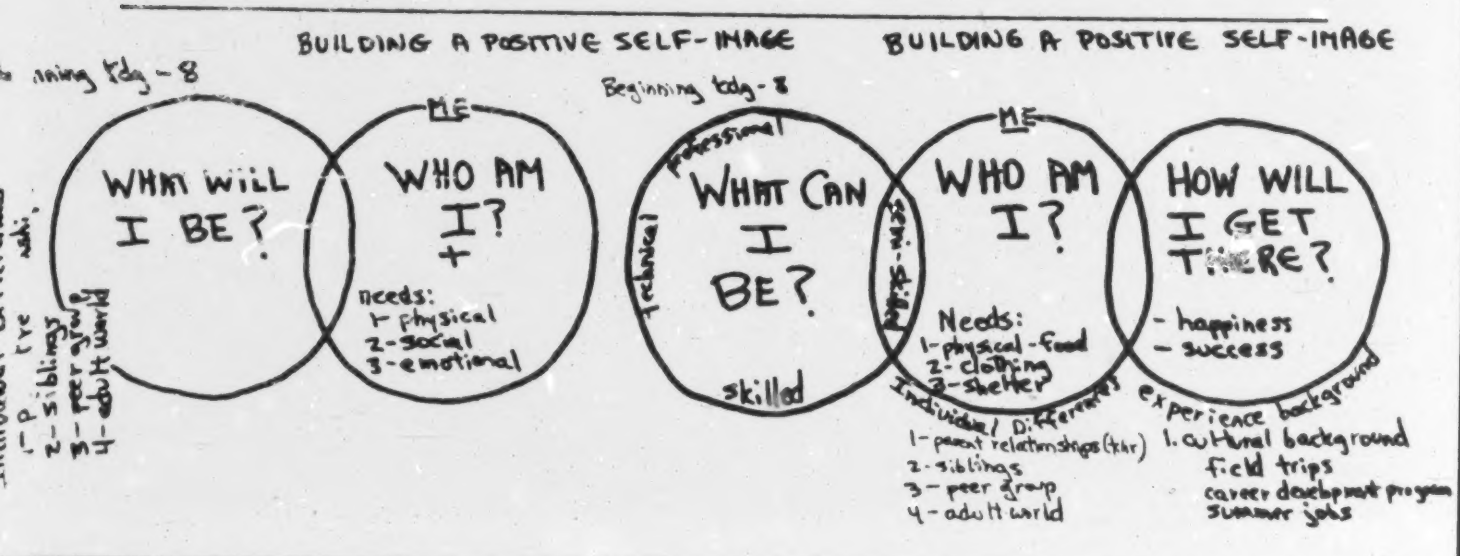
2. Development of positive self-image through teacher and parent of pupil relationships.

3. How can we get uninvolved and parents involved?

4. Allow students to help plan their learning activities to achieve necessary goals.

Problems:

1. Negative self-image and low-self expectations
2. Lack and poor communication between the school and community
3. Poor attendance and high transciency
4. Teacher per pupil ration too high for disadvantaged pupil
5. Limited experiences
6. Inability to articulate their ideas and thoughts
7. Need for peer acceptance



Appendix D, Exhibit 5

College of Education
Roosevelt University

Multi-Ethnic Project

Below are a few of the many resource centers available where you may find information and materials which may prove useful during the project.

American Indian Resource Centers

St. Augustine's Center for American Indians
4512 N. Sheridan Road
Chicago, Illinois
784-1050

Newberry Library
60 West Walton
Chicago, Illinois
943-9090

Call Newberry Library for specifics on admission procedure.

Mexican American Resource Centers

Mexican American Council on Education (MACE)
1300 South Wabash Avenue
Chicago, Illinois 60605
427-4552

El Centro de la Causa
731 West 17th Street
Chicago, Illinois
243-7638

Black American Resource Centers

Du Sable Museum of Afro-American History
740 East 56th Place
Chicago, Illinois
947-0065

Northeastern Illinois University
Center for Inner City Studies
700 East Oakwood
Chicago, Illinois
373-4311

Hall Branch - Chicago Public Library
Vivian Harsh Collection
4801 South Michigan
Chicago, Illinois
KE 6-2275

Appendix D, Exhibit 6

College of Education
Roosevelt University

Multi-Ethnic Project

You will find listed below the publications Professor Epps mentioned last night as possible resources which may prove useful to you.

Banks, James, Ethnic Studies: Strategies for Teaching, Boston: Allyn & Bacon (forthcoming).

Banks, James, "Teaching for Ethnic Literacy: A Comparative Approach", Social Education, 37, No. 8 (Dec., 1973), 738-750.

Banks, James, (Ed.), Teaching Ethnic Studies: Concepts and Strategies, National Council for the Social Studies, 43rd yearbook, 1973, Washington, D.C.

Bohannon, Paul; Powers, William; Schoepple, Mark: "Systems Conflict in the Learning Alliance", in Theories of Teaching. Lindlay Stiles (Ed.), N. Y., Dodd, Mead and Company, 1974, pp. 76-96.

Pp. 86 - the culture of the teacher's lounge - the teacher of any school is an institutional defense mechanism.

The Reverend Andrew Greeley, Director; Center for the Study of American Pluralism, NORC, 6030 Ellis Avenue, Chicago, Ill.

Detroit Area Inter-Ethnic Studies Association, College Education Wayne State University and Detroit Public Schools - developed as part of TTT Program.

Stent, Madelon D.; Hazard, William; Ruilin, Harry: Cultural Pluralism in Education: A Mandate for Change, Appleton-Century Crofts, 1973.

Appendix D, Exhibit 7

MATERIALS DISSEMINATED DURING FEBRUARY WORKSHOPS

The pamphlet materials listed below were contained in packets and disseminated to teacher participants at the Weekend Workshops along with a roster naming Project staff and giving a brief summary of their interests and areas of expertise, and a list of Native American, Mexican American, and Black American Resource Centers located in the Chicago area.

In addition, a display table was set up at the workshop setting with various multi-ethnic and career education materials for teachers to examine, including a scrapbook of newspaper articles which Project staff compiled from ethnic and metropolitan newspapers and kept up-to-date from December, 1973 until May, 1974.

MULTI-ETHNIC MATERIALS

HISTORY AND BIOGRAPHY: THE BLACK CULTURE SERIES FOR YOUNG READERS, Chicago Public Library
FOCUS ON MINORITIES: A LIST OF RELEVANT BOOKS FOR YOUNG ADULTS, Thomas Crowell Company
TEACHER PREPARATION FOR THE MINORITY AND DISADVANTAGED, Ether, John A.
RACISM RATING: TEST YOUR TEXTBOOKS, Foundation for Change, Inc.
DEFINITIONS OF RACISM: A CONTEMPORARY GLOSSARY, Foundation for Change, Inc.
MINORITIES AND THE NEWS MEDIA, Foundation for Change, Inc.
BIBLIOGRAPHY ON THE NATIVE AMERICAN EXPERIENCE, Illinois Commission on Human Relations
BIBLIOGRAPHY ON HISPANO AMERICA: HISTORY AND CULTURE, Illinois Commission on Human Relations
SELECTED BOOKS FOR CHILDREN WITH EMPHASIS ON BLACK HISTORY AND CULTURE, Illinois Commission on Human Relations
TOWARD INTEGRITY IN AMERICAN HISTORY: LITERATURE OF BLACK HISTORY AND WHITE RACISM, Illinois Commission on Human Relations
BLACK LIBERATION MONTH FILM WORKSHOP, Roosevelt University, Chicago, Illinois

CAREER EDUCATION MATERIALS

HOTEL AND MOTEL BUSINESS, Chicago Board of Education
TRANSPORTATION: TRUCKING INDUSTRY, Chicago Board of Education
TRANSPORTATION: RAILROAD INDUSTRY, Chicago Board of Education
COMMUNICATION: TELEPHONE INDUSTRY, Chicago Board of Education
COMMUNICATION: NEWSPAPER INDUSTRY, Chicago Board of Education
CONSTRUCTION INDUSTRY: FINISHERS, Chicago Board of Education
CONSTRUCTION INDUSTRY: STRUCTURAL WORKERS, Chicago Board of Education
CONSTRUCTION INDUSTRY: MECHANICAL WORKERS, Chicago Board of Education
OCCUPATIONAL EDUCATION FOR DISADVANTAGED AND HANDICAPPED PERSONS, Division of Vocational and Technical Education, State of Illinois
ELEMENTARY OCCUPATIONAL INFORMATION PROGRAM: KEYSTONE TO CAREER DEVELOPMENT, Division of Vocational and Technical Education, State of Illinois
CAREER EDUCATION IN THE ELEMENTARY SCHOOL, Northern Illinois University, ABEL Model Program
CAREER DEVELOPMENT FOR CHILDREN PROJECT, Southern Illinois University
ELEMENTARY OCCUPATIONAL INFORMATION WORKSHOPS, Western Illinois University

Appendix E

Follow Up Period Forms

and

Resource Materials

Appendix E, Exhibit I

Roosevelt University
College of Education
Multi-Ethnic Workshop Project

Experimental Unit Proposal

Submitted by: _____ School: _____

Date: _____ Grade/Subject: _____ Room: _____

Name other teachers you are working with, if any:

_____ _____ _____

_____ _____ _____

Describe the "target group" of your project (i.e. young children, total school, parents, etc.):

Briefly describe the objectives (what you hope to accomplish) of your proposed unit or activity:

What are the activities planned in connection with your project? Briefly describe what you will do to begin, how you will proceed and how you envision the wind-up and evaluation:

Will your project involve other classes or teachers in the school? If so, how?

Will your project affect parents or community directly?

What kind of administrative support can you expect for your project?

Do you need any special materials for your project?

What kind of help will you need from the Roosevelt Project Staff?

Appendix E, Exhibit 2

Roosevelt University
College of Education
Multi-Ethnic Workshop Project
Teacher's Summary Log

Submitted by:_____School:_____

Date:_____Grade/Subject:_____Room:_____

Logs are confidential reports seen only by Project Staff. They are designed to help us facilitate your progress toward your goals and to respond to your need for help or materials. Use additional sheets if necessary. If you have an urgent problem, call us at 427-9719 or leave a message at 341-3700.

This log covers activities during the period of_____through _____, 1974.

Describe the activities initiated and engaged in during this period which relate to your experimental unit:

How would you evaluate your activities and your progress so far? (Be specific, if you can, by determining observed classroom changes, reactions, etc.)

What problems, if any, did you encounter in carrying out your plans?

Can we help?

Anything else you'd like to add?

Appendix E, Exhibit 3

CURRICULUM DEVELOPMENT MATERIALS

The following materials were sent to teacher participants during the follow-up period, between March and May, 1974. Some of the materials were disseminated as participants indicated their needs on the unit proposals or in the summary logs; other materials of general usefulness were mailed to all participants. Certain resources, such as an extensive card file cataloging books, periodicals and films on ethnic topics, available through the libraries of Roosevelt University, the main Chicago Public Library, the Hall Branch library, the Chicago Board of Education Curriculum Library, and the Newberry Library, were maintained for participant use in the Project Office. Complete citation of publishing information for most of these materials may be found in the more detailed bibliographies attached.

Problem identification summaries developed in Sessions A and B Workshops
Experimental unit proposal and summary log forms
Focus on Minorities
Biographies of Notable Black Americans
Tutors of Fernald (16mm film)
Several articles from local newspapers on the metric system, reading motivation, bigotries of language, Latin American population statistics, and others.
Bibliography on the Native American Experience
Akwesasne Notes (Native American newspaper)
Indian Education: A Special Report
The Indian in American History
Occupational Education for Disadvantaged and Handicapped Persons
Facilitating Career Development: An Annotated Bibliography
Facilitating Career Development: An Annotated Bibliography II
Gresham School bibliography of books on careers for children
Gresham School careers roster
Crowell Biographies for Children Just Beginning to Read
Introductory Materials for Group Guidance
Vocational Education: An Annotated Bibliography, 1967-1972
Resource and Instructional Materials for Obtaining Information About Careers
Career Education for All Students
Center Critiques (brochure)
Career Education in the Elementary School
Chicago Careers
Directory of National and International Labor Unions in the United States, 1969
An Aid for Planning Programs in Career Education
Elementary Occupational Information Program: Keystone to Career Development
Information on the Chicago Transit Authority and Evanston transportation systems

Appendix E, Exhibit 4

Roosevelt University
College of Education

M E M O R A N D U M

Date: February 23, 1974

To: Little Big Horn Faculty

From: Multi-Ethnic Project Staff (Loretta Butler, Marci Enos, Doris Harmon)

Re: Workshop on Curriculum Problems to be given by the College of Education, Roosevelt University

Please answer the following questions to the best of your ability so that the Workshop we develop will best reflect your needs and interests. Return the form in the enclosed pre-paid envelope as soon as possible.

Thank you.

1. What are the three major problems or frustrations in your teaching?

2. What problems do you experience in different program areas, especially reading and language arts?

3. Do you feel your children have special affective (emotional) needs? How do you deal with or draw out the affective needs of the children?

Appendix E, Exhibit 5

MULTI-ETHNIC AND CAREER EDUCATION RESOURCE BIBLIOGRAPHY

The materials listed on the following pages are to be included in the Multi-Ethnic and Career Education library housed in the College of Education Curriculum and Resource Center, Room 374, Roosevelt University. These materials, as well as the other curriculum materials available in this collection, are available for the use of College of Education students, faculty and graduates, visiting educators and the teacher-participants of the Workshop Project.

Samples of the materials which were disseminated at the actual workshops (these are listed separately) are on file with the State of Illinois, Office of Division of Vocational and Technical Education, 1035 Outer Park Drive, Springfield, Illinois 62706, as well as in the Curriculum and Resource Center.

CURRICULUM DEVELOPMENT MATERIALS: BLACK AMERICAN

PROFESSIONAL BOOKS

LEADERS OF BLACK AMERICA, Harco Press
THE ROLES AND CONTRIBUTIONS OF AMERICAN NEGROES IN THE HISTORY OF THE UNITED STATES, Office of the Superintendent of Public Instruction, State of Illinois
TOUSSAINT L'OUVERTURE, Prentice-Hall
THE NEGRO IN AMERICA, Spangler, Earl
THE HISTORY OF NEGRO LIFE IN AMERICA, Tacoma Public Schools
SUPPLEMENT HISTORY OF NEGRO LIFE, Tacoma Public Schools
LEARNING TOGETHER, Weinberg, Meyer (ed.)

BOOKLETS, PAMPHLETS, BIBLIOGRAPHIES

A BIBLIOGRAPHY OF PERIODICAL WRITINGS ON BLACKS IN MOTION PICTURES, 1969-1972, Brown, Barbara, Roosevelt University, Chicago, Illinois
DESEGREGATION WORKS: A PRIMER FOR PARENTS AND TEACHERS, Calhoun, Lilliam
ABOUT BLACK AMERICANS, Channing Bete Company, Inc.
IN THEIR OWN WORDS (A student appraisal of what happened after school desegregation), Chesler, Mark
HISTORY AND BIOGRAPHY: THE BLACK CULTURE SERIES FOR YOUNG READERS, Chicago Public Library
MATERIALS RELATED TO THE BLACK EXPERIENCE: BOOKS FOR CHILDREN, Ewell, Yvonne
BLACK BARBEQUE, Glancy, Barbara
BLACK IN AMERICA, Hayden, Robert
SELECTED BOOKS FOR CHILDREN WITH EMPHASIS ON BLACK HISTORY AND CULTURE, Illinois Commission on Human Relations
TOWARD INTEGRITY IN AMERICAN HISTORY: LITERATURE OF BLACK HISTORY AND WHITE RACISM, Illinois Commission on Human Relations
MEDIA FOR TEACHING AFRO-AMERICAN STUDIES, Jablonsky, Adelaide
AFRO-AMERICAN BOOK DISTRIBUTORS, A.J.B. Jones Enterprise
PARENTS GUIDE TO RACISM IN CHILDREN'S BOOKS, Mathis, Sharon B.
A BIBLIOGRAPHY OF BLACK PEOPLE IN THE UNITED STATES, Turner, Gladys
WE, THE BLACK AMERICANS, U.S. Department of Commerce, Bureau of the Census
BIBLIOGRAPHY OF BLACK LITERATURE, University of Texas, CPSES Resource Center
AFRO-AMERICAN HISTORY, Weinberg, Meyer
TEACHERS: FREE OF PREJUDICE? Winecoff, H., and Kelly, E.
STARTING OUT RIGHT (Choosing books about black people for young children), Wisconsin Department of Public Instruction
TEXTBOOK DISTORTIONS, Young, Beatrice
BLACK ENTERPRISE, March, 1972
BLACK CHILDREN'S BOOKS
INSTRUCTIONAL MEDIA
CONTENT ANALYSIS OF TEXTBOOKS FOR BLACK STUDENTS, GRADES 1-3

BIOGRAPHIES OF NOTABLE BLACK AMERICANS (PAMPHLETS)

Allen, Richard
Carmichael, Stokeley
Douglass, Frederick

DuBois, W.E.B.
Hall, Prince
King, Martin Luther, J .
Malcolm X
Muhammad, Elijah
Turner, Nat
Washington, Booker T.
White, Walter
Of Booker T. Washington and Others
A Glance at the Role of Blacks in the Westward Movement in the 19th Century

CURRICULUM KITS

AFRICA (THE DREAM AWAKE) (filmstrip set for gr. 7-12 from the Baker and Taylor Co.)
CLASSROOM APPROACHES TO THE TEACHING OF BLACK HISTORY AND LITERATURE (Filmstrip set for professional use, from the Baker and Taylor Co.)
FOLK SONGS OF AFRICA (Filmstrip set with cassettes for grades 3-9 from Bowmar Co.)
PROFILES OF BLACK AMERICANS, VOLUMES I AND II (For grades 9-12 from Dexter and Westbrook)
BLACK AMERICANS (Indexed social studies activities strategies emphasizing self-inquiry from Educational Insights)
AMERICAN NEGROES FILMSTRIP SET (For grades 2-6 from Educational Reading Service)
BLACK CULTURE KIT (Filmstrip set from Scholastic)
FULL-COLOR BLACK HISTORY SERIES (For pre-school through 6th grade from Educational Teaching Aids)

SPECIAL BOOKS FOR THE BLACK ELEMENTARY CLASSROOM (Inland Book Distributors)

PLAYING ALONE
BEYOND THE BLOCK
FAMOUS AMERICAN NEGRO POETS
NEGRO ART, MUSIC AND RHYME
JENNIFER, HECATE, MACBETH, WILLIAM McKINLEY, AND ME, ELIZABETH
THE ME NOBODY KNOWS: CHILDREN'S VOICES FROM THE GHETTO
OF BLACK AMERICA, BLACK HISTORY: LOST, STOLEN, OR STRAYED
TRADITION AND CHANGE IN AFRICAN TRIBAL LIFE
UNBOUGHT AND UNBOSSED
THE BLACK POETS
ON CITY STREETS
ITS A NEW DAY
THE OUTNUMBERED: STORIES, ESSAYS AND POEMS ABOUT MINORITY GROUPS BY AMERICA'S LEADING WRITERS
SHIRLEY CHISHOLM
I AM SOMEBODY! STORIES AND POEMS BY BLACK CHILDREN
SELECTED POEMS OF CLAUDE McKAY
STEVIE
A WONDERFUL, TERRIBLE TIME (Educational Reading Service)

ARTICLES, ESSAYS

MID-EDUCATION OF AMERICAN YOUTH: THE ROOTS OF RACISM IN AMERICA, Bailey, Ronald B.
THE NEGRO CHILD - HIS SELF-IMAGE: A TALK TO TEACHERS, Baldwin, James
BLACK AMERICANS IN THE CONGRESS OF THE UNITED STATES, PAST AND PRESENT: A HISTORY MODULE (University of Texas)
BLACK WRITERS SPEAK OF THEIR WRITING
THE NEGRO CONTRIBUTION TO AMERICAN LETTERS, Bontemps, Arna
FIRST CLOSE RANKS, Carmichael, Stokeley, Hamilton, Charles
REVERSING THE BIGOTRY OF LANGUAGE, Chance, Paul
HARRIET TUBMAN'S LAST TRIP, Douglass, Frederick
WHAT TO THE SLAVE IS THE FOURTH OF JULY, Douglass, Frederick
FREE AFRICA FOR AFRICANS, Garvey, Marcus
BLACK PEOPLE MUST SUPPORT ONE ANOTHER IN THEIR OPPRESSION, Hall, Prince
LETTER FROM BIRMINGHAM JAIL, King, Martin Luther Jr.
HISTORICAL AWARENESS OF AMERICAN SLAVERY, Lang, Harold W.
THE MUSLIM PROGRAM, Muhammad, Elijah
THE WORLD THROUGH MARK'S EYES, Shepard, Cynthia N.
EDUCATION BEFORE EQUALITY, Washington, Booker T.
WHAT IS BLACK? WHAT IS WHITE? WHAT IS BROWN? (Poem)
I INVESTIGATE LYNCHINGS, White, Walter

CURRICULUM DEVELOPMENT MATERIALS: LATIN AMERICAN

PROFESSIONAL AND STUDENT BOOKS

EMERGING FACES: THE MEXICAN AMERICANS, Brown Publishing Co.
WHAT'S WRONG WITH JULIO?, Grades K-3, Educational Reading Service
THE TIGER AND THE RABBIT, Grades 4-6, Educational Reading Service
CURIOUS CARLOS, Grades 3-6, Inland Book Distributors
MEXICAN AMERICANS, Grades 6-12, Inland Book Distributors
MARIA LUISA, Grades 5-8, Inland Book Distributors
VIVA CHICANO, Grades 6-12, Inland Book Distributors

BOOKLETS, PAMPHLETS, BROCHURES, BIBLIOGRAPHIES

PROYECTO LEER BULLETIN, Books for the People Fund, Inc.
CARRASCOLENDAS: A BILINGUAL MYTHICAL CARNIVAL TOWN FOR CHILDREN, Carrascolendas, Austin, Texas
BIBLIOGRAPHY ON HISPANO AMERICA: HISTORY AND CULTURE, Illinois Commission on Human Relations
CHICAGO'S SPANISH-SPEAKING POPULATION: SELECTED STATISTICS, Department of Development and Planning, City of Chicago
STATEMENT MADE BY TOMAS MARTINEZ, SOCIOLOGIST, STANFORD UNIVERSITY, RAY MARTEL, DIRECTOR OF CARISSMA, AND JOSE PERALES, MECHA STUDENT, STANFORD UNIVERSITY, Reproduced by the Mexican American Council on Education, Chicago, Illinois
CHICANOISM: RESOURCE LIST OF CHICANO MATERIALS, Mexican American Council on Education, Chicago, Illinois
LIST OF MEXICAN AMERICAN FILMS, Mexican American Council on Education, Chicago, Illinois
NOSOTROS, U.S. Department of Commerce, Bureau of the Census
BIBLIOGRAPHY ON MEXICAN-AMERICAN HISTORY, University of Texas, CPSES Resource Center
RESOURCE LIST OF SPANISH ORGANIZATIONS AND NEWSPAPERS
RESOURCE LIST OF FILMS AND VIDEO CASSETTES

CURRICULUM KITS

THE MEXICAN AMERICAN (THE OTHER AMERICAN MINORITIES), (Filmstrip for grades 5-10 which explores the special problems unique to Mexican Americans, from the Baker and Taylor Co.)
MEXICAN AMERICANS (ETHNIC STUDIES: THE PEOPLES OF AMERICA), (For grades 6-12; the study of the history of Mexicans in the U.S., from the Baker and Taylor Co.)
PUERTO RICANS (ETHNIC STUDIES: THE PEOPLES OF AMERICA), (For grades 6-12; the study of the history and racial origins of Puerto Ricans, from the Baker and Taylor Co.)
CONFLICT OF CULTURES (LA RAZA, THE MEXICAN AMERICANS), (Filmstrip for grades 7-12 studying the history of the Mexican Americans, from the Baker and Taylor Co.)
FOLKS SONGS OF LATIN AMERICA (For grades 3-9, using filmstrips with cassettes, from the Bowmar Co.)
LATIN STUDIES (Indexed social studies activities strategies emphasizing self-inquiry, from Educational Insights)
PUERTO RICO FILMSTRIP SET (For grades 5-8, from the Educational Reading Service)

CURRICULUM DEVELOPMENT MATERIALS: NATIVE AMERICAN

SPECIAL CHILDREN'S BOOKS REFLECTING HISTORY, CULTURE AND ART OF AMERICAN INDIAN TRIBES

THE DESERT PEOPLE (Grades K-3, Educational Reading Service)
IN MY MOTHER'S HOUSE (Grades K-3, Educational Reading Service)
BADGER, THE MISCHIEF MAKER (Grades K-3, Educational Reading Service)
THE APACHE INDIANS (Grades 4-6, Educational Reading Service)
THE CHEROKEE (Grades 4-6, Educational Reading Service)
LITTLE SIOUX GIRL (Grades 4-6, Educational Reading Service)
CRASHING THUNDER: THE AUTOBIOGRAPHY OF A WINNEBAGO INDIAN (Grades 6-12, Inland Book Distributors)
JIM WHITEWOLF: THE LIFE OF A KIOWA APACHE INDIAN (Grades 6-12, Inland Book Distributors)
INDIAN CHILDREN OF AMERICA (Grades 4-6, Inland Book Distributors)
MANY VOICES SPEAK (Curriculum Development for Occupational Ed. of Indians, Northwest Regional Educational Laboratory)

BOOKLETS, PAMPHLETS, BIBLIOGRAPHIES, PERIODICALS

THE INDIAN HISTORIAN, American Indian Historical Society (quarterly)
TEXTBOOKS AND THE AMERICAN INDIAN, American Indian Historical Society
A COLORING BOOK OF INCAS, AZTECS AND MAYAS, AND OTHER PRE-COLUMBIAN PEOPLES, Bellerophon Books
BIBLIOGRAPHY ON THE NATIVE AMERICAN EXPERIENCE, Illinois Commission on Human Relations
INDIAN EDUCATION: A SPECIAL REPORT, National Advisory Council on Vocational Education
WE, THE FIRST AMERICANS, U.S. Department of Commerce, Bureau of the Census
NAHOW (Student newspaper, The Native American Program, University of Illinois, Chicago Circle Campus)
THE INDIAN IN AMERICAN HISTORY, Vogel, Virgil J.
RESOURCE LIST OF INDIAN CENTERS, ORGANIZATIONS AND NEWSPAPERS
THE WEEWISH TREE (monthly)

CURRICULUM KITS

THE AMERICAN INDIAN TODAY (Grades 4-6, two filmstrips dealing with the role of the Indian in modern America, from the Baker and Taylor Company)
NORTH AMERICAN INDIAN SONGS (For grades 3-9, from the Bowmar Company)
INDIAN STUDIES (Indexed social studies activities strategies emphasizing self-inquiry from Educational Insights)

CAREER DEVELOPMENT AND MOTIVATION MATERIALS

PROFESSIONAL BOOKS

RESOURCE MANUAL FOR CAREER DEVELOPMENT, Chicago Board of Education
INTRODUCTORY MATERIALS FOR GROUP GUIDANCE IN THE ELEMENTARY SCHOOLS, Chicago Board of Education
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OCCUPATIONAL EDUCATION FOR DISADVANTAGED AND HANDICAPPED PERSONS, Division of Vocational and Technical Education, State of Illinois
CENTER CRITIQUES, Division of Vocational and Technical Education, State of Illinois
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OCCUPAC, Center for Educational Studies, Eastern Illinois University
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AN AID FOR WRITING MEASURABLE OBJECTIVES FOR CAREER EDUCATION, Division of Vocational and Technical Education, State of Illinois
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THIRD REPORT: VOCATIONAL EDUCATION AMENDMENTS OF 1968, PUBLIC LAW 90-576, National Advisory Council on Vocational Education, Washington, D.C.,July 10, 1970

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A PROPOSAL: CAREER EDUCATION AT WALLER, Taylor, Pat; Waller High School, Chicago, Illinois

PREPARING FOR WORK EXPERIENCE, E.M.H. ADVANCED LEVEL, Iowa State Department of Public Instruction

UNITS ON CAREER EDUCATION, DuSable High School, Chicago, Illinois

CURRICULUM KITS

THE KINGDOM OF COULD BE YOU (Animated film encouraging career awareness and self-esteem in the young child, from Encyclopaedia Britannica Educational Corp.)

WHAT'S IT LIKE? (A series of pre-recorded live interviews with workers in a wide range of occupations for grades 7-12, from Knowledge Aid Co.)

CAREER AWARENESS: A PRIMARY INTRODUCTION TO CAREER EDUCATION (A filmstrip series with cassettes designed to lead the primary student to a thoughtful appraisal of career education with emphasis on self-awareness and decision-making, from the Midwest Visual Equipment Co.)

DISCOVERY UNIT (A multimedia program in career awareness for grades 7-10 using eight sound filmstrips, from Scholastic)

WHAT COULD I BE? (Illustrated text viewing occupational areas in terms of the child's own interests and abilities for grades 3-6, from Science Research Associates, Inc.)

WORK-WIDENING OCCUPATIONAL ROLES KIT (Helps students in grades 6-9 to explore areas of career opportunity, from Science Research Associates, Inc.)

METRIC OR ENGLISH? THAT IS THE QUESTION (Explores the metric system using filmstrips and cassettes for grades 6-12, from the Society for Visual Education, Inc.)

ADVENTURES IN LIVING (Builds social awareness in the young child using murals, storybooks, picture books, activity cards, and other related materials, from the Western Publishing Co.)

BEST WORD PROGRAM EVER (Expands language skills, reading readiness and concept development in the young child using full color picture boards and other related materials, from the Western Publishing Co.)

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WE, THE AMERICANS: OUR EDUCATION, U.S. Department of Commerce, Bureau of the Census Census
WE, THE ASIAN AMERICANS, U.S. Department of Commerce, Bureau of the Census
CROWELL BIOGRAPHIES FOR CHILDREN JUST BEGINNING TO READ, Weber, Susan
THE EDUCATION OF THE MINORITY CHILD, A COMPREHENSIVE BIBLIOGRAPHY OF 10,000 SELECTED ENTRIES, Weinberg, Meyer
FOCUS ON MINORITIES: A LIST OF RELEVANT BOOKS FOR YOUNG ADULTS, Thomas Crowell Co.

ARTICLES, ESSAYS, CURRICULUM MODULES

TEACHER PREPARATION FOR THE MINORITY AND DISADVANTAGED, Ether, John A.
THE LIFE OF WHITE ETHNICS, Levine, Irving and Herman, Judith
BIBLIOGRAPHY OF AMERICAN MINORITIES, Roosevelt University (Sociology 216A)
CURRICULUM MATERIALS, Rosenberg, Max
SUMMARY OF A SURVEY OF ETHNIC STUDIES IN THE AMERICAN SCHOOLS, Scult, Melvin
AN ENGLISH LANGUAGE ARTS CURRICULUM MODULE, University of Texas, CPSES Resource Center
A SCIENCE HISTORY MODULE, University of Texas, CPSES Resource Center
A SOCIAL STUDIES, LANGUAGE ARTS, OR HISTORY MODULE, University of Texas, CPSES Resource Center
SELF-ESTEEM MODULE, University of Texas, CPSES Resource Center
CLASSROOM AIDS, University of Texas, CPSES Resource Center
GENERAL REMEDIAL MATTER, Woods, Sarah M., Roosevelt University, Chicago, Illinois
WHAT IS LEADERSHIP?
CRITERIA FOR EVALUATING THE TREATMENT OF MINORITY GROUPS IN TEXTBOOKS AND OTHER CURRICULUM MATERIALS, Rosenberg, Max
CRITERIA FOR TEACHING MATERIALS IN READING AND LITERATURE

CURRICULUM KITS, FILMS

HIGHWAY HOLIDAY SERIES (Promotes the development of reading and vocabulary skills for grades 3-5, from the Bowmar Co.)

BROWN STUDIES (Indexed social studies activities strategies emphasizing self-inquiry, from Educational Insights)

INDIVIDUALIZED READING (A personalized approach to the teaching of reading on a one-to-one basis geared primarily for beginning readers, from the Listener Corp.)

INVOLVING THE CHILD IN MATH (Stresses importance of environment to develop math thinking as a part of life itself, from the Listener Corp.)

TEACHING THE DISADVANTAGED (Offers specific suggestions for practical utilitarian ways to reach underprivileged and/or minority children for professionals primarily at the elementary level, from the Listener Corp.)

PIAGET IN CHILDHOOD EDUCATION (Designed to dissolve mysteries about the meaning and importance of Piaget's theories for professionals of pre-school and elementary grades, from the Listener Corp.)

CHILD'S RELATIONSHIP WITH FAMILY (Filmstrips with cassettes for professional and college use for grades 6-12, from Parents Magazine Films)

PREPARING THE CHILD FOR LEARNING (Filmstrips with cassettes for professional and college use for grades 6-12, from Parents Magazine Films)

THE CHILD'S POINT OF VIEW (Filmstrips with cassettes for professional and college use for grades 6-12, from Parents Magazine Films)

THE DEVELOPMENT OF FEELINGS IN CHILDREN (Filmstrips with cassettes for professional and college use for grades 6-12, from Parents Magazine Films)

HOW AN AVERAGE CHILD BEHAVES (Filmstrips with cassettes for professional and college use for grades 6-12, from Parents Magazine Films)

MINORITIES HAVE MADE AMERICA GREAT, SETS I AND II (Filmstrips with cassettes for grades 6-12, from Scholoat Productions)

UNIT II: FIVE FAMILIES (With the aid of filmstrips and cassettes, the kit explores the lives of families from different cultural and geographical areas of America, for grades K-3, from Scholastic)

FOCUS ON SELF-DEVELOPMENT, STAGE ONE: AWARENESS (A K-2 kit using filmstrips, cassettes, activity booklets, photoboards and other related materials for the development of awareness of self, others, and environment, from Science Research Assoc.)

DETECT VISUAL (Encourages children to think analytically, using information gained through eyes using transparencies, pupils workbooks, and other related materials for grades K-2, from Science Research Assoc.)

DETECT TACTILE (Helps develop perceptual-cognitive abilities in children, grades K-2, using game boards, pupil workbooks, and other related materials, from Science Research Assoc.)

THE TUTORS OF FERNALD (16 mm filmed report on a unique experiment in integrated remedial education which dealt with the use of students tutoring other students)

TUNING IN: LEARNING TO LISTEN (Unit books and records help reinforce listening skills with exercises that explain the dynamics of good listening, for grades 9-12, from Xerox Education Publications)

IDENTITY (Exploring identity crises through writings of well-known authors and poets for grades 9-12, from Xerox Education Publications)

AMERICA SPEAKING: DIALECTS, SLANG, SPEECH PATTERNS (Kit comes with unit books and records for grades 9-12, from Xerox Education Publications)

Appendix F

Dissemination Workshop Materials and Abstracts of Selected Teacher Projects

Appendix F, Exhibit 1

Roosevelt University
College of Education
Multi-Ethnic Project

DISSEMINATION WORKSHOP

Agenda

Saturday morning:

10:00	Registration Coffee Set-up time for project exhibits
10:45	Convening of group Questionnaire
11:15	Review of exhibits Tour of Material Center
12:00	Lunch

Saturday afternoon:

12:45	Film: The Tutors of Fernald Discussion
1:30	Presentation and discussion of exhibits or experimental units
3:30	Final evaluation

Note: Be sure to complete the data card needed for utilization of credit hours before you leave!

Effective June 1st, the Project Office telephone number will be 341-3868.

Appendix F, Exhibit 2

ABSTRACTS OF SELECTED TEACHER PROJECTS

The purpose of this section is to provide a brief look at the variety of projects carried out by teachers, individually and in groups. The projects reflect a diversity of interests and points-of-view regarding the application of workshop goals to schools, to classrooms, and to students. Some projects stressed career education while others stressed multi-ethnic and/or specific cultural issues. There were projects that addressed themselves to finding better ways in which to present traditional academic material to students. In addition, there were a number of projects that combined career education, multi-ethnic materials, and academic subject matter in an attempt to translate the Project's goals into activities consistent with particular school settings and student needs and interests. All abstracts of teacher projects are available at the College of Education's Curriculum and Resource Center. Those included here represent only a sample of the many innovative ideas and methods utilized by teachers directly with their students.

Abstract 1

Project Title: World of Work Program. The purpose of this program was to initiate on a limited scale a program designed to bring about an awareness of the world of work on the part of junior high school students and to enable students to develop approaches to the exploration of various careers. An in-service meeting was held with school faculty to explain the program and to enlist cooperation of other teachers in this endeavor. Lists of manufacturers and service industries in the community were compiled and a resource file was developed listing various businesses and the names of representatives available for classroom visits and presentations. Students researched careers of interest to them and prepared compositions describing these careers. A variety of games and simulation activities were utilized in which students formed companies and went into "business" to manufacture a product or deliver a service. Academic work was tied into the study of careers by drawing upon research skills, reading skills, economics, etc. Newspapers were used as a source for information concerning business opportunities and new products and services. Students were encouraged to answer such questions as (1) What qualifications are required for this job?; (2) How did the person secure entry to the position or to the company?; (3) What advice does the worker give?; (4) What school subjects would help a person prepare for this career? All information gathered by both students and teachers was collected in a central file available for all to utilize. One classroom organized itself along the lines of a business firm with a variety of positions available to students (e.g. room secretary, clerk, maintenance man, etc.). These various approaches were purposeful in helping students to see the relationships between class work and the world of work.

Abstract 2

Project Title: Curriculum Development Project. A Native American school in response to problems of apathy and an increasing drop-out rate undertook an intensive curriculum development effort. The purpose of this effort was to criticize existing curriculum offerings with an eye to the development of more

positive self-concept through increased student-teacher understanding of cultural identity and to change aspects of the curriculum that tended to support in any way stereotypic views of the American Indian. For example, the newly developed curriculum in social studies offered course work in American Indian history, geography and tribal history, and American Indian sociology. In addition, art activities stressed traditional art techniques representative of American Indian societies. Course work in mathematics, language arts, civil law and other areas were structured so that student *mastery* of subject matter was stressed. This integration of basic skills in the context of cultural valuing was central to the concern of teachers and students and their collective attitude towards learning and self-concept.

Abstract 3

Project Title: Student-Teacher Self-Concept - An Institute of Positive Education. The purpose of this project was to design, implement, and evaluate activities related to the development of positive attitudes of both students and teachers towards education in a K-6 school. In-service activities were planned involving teachers, administrators, and parents. A paper, "Building on Educational Needs for More Beneficial Values," was presented and then discussed in small group settings. Ideas growing out of these discussions were aimed at on-going activities within individual classrooms. A variety of media and career development materials were utilized.

Abstract 4

Project Title: Self-Concept and the World of Work. An intensive and extensive project for eighth grade students was developed with the following objectives: (1) to acquaint pupils with career opportunities available to them; (2) to aid students in making career choices; (3) to familiarize students with skills, abilities, and educational attainment necessary to achieve these career goals; (4) to develop a realistic self-concept in relation to career goals. Five job categories were explored: (1) personal and public services; (2) industrial oriented occupations; (3) applied biological and agricultural jobs; (4) health careers; (5) business, marketing, and management occupations. Field trips, role playing, and classroom discussions were utilized to achieve stated objectives. A number of questionnaires were developed that helped students to begin thinking about career opportunities and relevant educational skills. Interview forms were prepared enabling students to visit places of work and discuss various occupations with workers. An extensive bibliography of career and vocational materials was prepared and made available to all students to aid them in library research related to career interests. Lists of occupations and qualifications were also developed for students to aid them in determining educational level and career choice.

Abstract 5

Project Title: A Proposal for the Development and Implementation of an Asian Bicultural-Bilingual Pre-School. This proposal was written in response to an increasing number of Asian (Chinese, Japanese, Korean, Filipino, and Thai) children who because of language differences, often develop poor self-concept

and low motivation due to difficulties in learning created by these language differences. Many of these children are reared in homes where little or no English is spoken. The proposal for the development and implementation of an Asian bicultural-bilingual pre-school grew out of this concern and was developed and supported by representatives of both the school and the community. The objectives of the proposal are stated as follows: (1) children in the bilingual program will achieve fluency and literacy in two languages; (2) children in the program will achieve at a rate commensurate with their own age, ability, and grade level in content area; (3) children in the bilingual program will demonstrate growth in self-esteem; (4) children in the program will be provided with a coordinated and integrated learning environment through effective coordination with the regular program; (5) all teachers and staff members of participating schools will be involved in a comprehensive in-service training program; (6) parents and other community members will be involved in the planning, implementation, and evaluation of the bicultural-bilingual program. A variety of both cognitive and affective assessment techniques will be utilized.

Abstract 6

Project Title: Skill Development: A Shorthand Laboratory. The purpose of this project was to provide shorthand skills to those students interested in secretarial occupations. It was clear that many students, upon leaving high school, were not prepared to assume secretarial positions because they lacked necessary skills such as shorthand. A proposal was submitted for the development of a shorthand laboratory staffed by a full-time instructor and teacher-aides and equipped with instructional machines. Provisions were made for students to receive remedial help in language skills related to secretarial and stenographic competence.

Abstract 7

Project Title: A Library "Career Corner". The purpose of this project was to create a permanent career corner in the library of a high school. It was felt that information relating to career awareness and occupational choice was not readily available and did not receive the kind of visibility necessary. Materials were gathered and a bibliography prepared. As an on-going activity, the career corner will continue to grow as new materials and publications are received. The career corner, as a permanent exhibit in the main library, will hopefully attract students and encourage the exploration of career oriented materials.

Abstract 8

Project Title: Career Awareness: Health and Health Related Careers. The purpose of this project was to create self-awareness concerning experiences in the school, home, and community in relation to future career possibilities for high school freshman. Since the school is in the process of developing a variety of career oriented laboratories, the purpose of this project was to develop immediate awareness of the relevance of this development to preparation for future occupations. There was a strong belief that an awareness of career opportunities would improve school performance by relating present academic and vocational activities to later decisions concerning employment. Teachers participating in this project represented the departments of English and Science.

Therefore, there was an emphasis on health related occupations and the development of resume writing skills. The writing of resumes helped students to think about experiences they had already had and what kind of experiences and competencies would be necessary to qualify for careers in which they were interested.

Abstract 9

Project Title: Reading and Self-Concept. The purpose of this project was to intervene and significantly raise the reading level of elementary students and therefore bring about increased feelings of self-worth and competence. An important goal of the project was to decrease the isolation between teaching and other professional staff so that reading problems could be brought to the attention of specialized reading teachers. Emphasis was placed on techniques that encouraged children to express themselves in a variety of media and then to deal with various reading problems in a warm and supportive environment. Cooperation and communication between all members of the school staff was stressed so that reading problems are recognized immediately and appropriate action taken. Children view themselves in a more positive manner when the "significant others" in their environment encourage self-expression and demonstrate concern about academic weaknesses, particularly in the area of reading.

Abstract 10

Project Title: Career Attitudes and Research in Elementary Education Report (CAREER). The purpose of this project was to develop an attitude inventory that would probe the relationship between self-concept and the world of work. The results of this effort would be evaluated and utilized in the development of a curriculum in career education. Two inventories were prepared. The first dealt with how the child viewed himself and the world of work while the second investigated the child's feelings about how his parents viewed his place in the world of work. An initial finding seemed to indicate that there were differences in how children viewed themselves in relation to the world of work and how their parents saw them in terms of the world of work.

Abstract 11

Project Title: Bridging the Gap Between School and the World of Work. Six schools, five elementary schools and a high school, jointly developed a career day fair held at the cooperating high school. The purpose of the fair was to provide an opportunity for students to share their projects with fellow students, teachers, and friends and to examine a wide variety of career oriented materials available at the fair. Students had developed individual and group projects related to their interest in particular careers drawing upon a variety of talents. Products displayed included posters, career mobiles, career games, assessment of career opportunities developed by students, and career demonstrations of such occupations as art, photography, baking (fresh baked donuts were provided by this demonstration), sculpture, science, and secretarial work, among others. The career fair allowed students to demonstrate competencies in a number of occupational areas and to engage in discussions with other students, teachers, and friends about the world of work.

Appendix F, Exhibit 3

SYNOPSIS:

"Re-education and Cultural Pluralism"

by
Amy Goon
College of Education*
Roosevelt University

Concerned that even educated Americans seemed unclear on the meanings of the much-used terms, "nationality", "ethnic groups", and "race", the author undertook a survey of a sample of college students, asking them to define the terms. She found that within this obviously skewed population many people did not know their own national origin, several claimed they did not belong to any ethnic group, some confused ethnic group with socio-economic status, others felt that the word "ethnic" referred only to Blacks and several students refused to respond to the questionnaire charging that it was ridiculous and meaningless. All of the people who took the questionnaire seriously did identify their own race.

The author concludes that even an educated college population is "bewildered and baffled" by terms relating to national origins and ethnicity. She holds that such confusion leads to stereotypic thinking about diverse racial, ethnic and cultural groups and that better human relations would be fostered if the public was more adequately informed about the concepts related to race, ethnicity, etc. Further, better understanding of the performance and needs of children of different racial and ethnic groups in school settings would be a worthwhile goal of such a re-education effort.

In spite of the fact that schools have been seen to foster sterotypic racial images in the past, the author feels that the school would be an appropriate change and re-education agent, and concludes by suggesting ways in which the school could provide activities directed toward increased ethnic, racial, and national understanding and awareness. The suggested activities are:

1. Take a survey of the various ethnic backgrounds of the class and of the school.
2. Discuss and list the holidays celebrated by various cultures.
3. Take tours through various ethnic neighborhoods.
4. Take field trips to various schools which have cultural programs.
5. Take field trips to various Cultural Museums.
6. Discuss the vocational opportunities opened to the various ethnic groups.
7. Take field trips to various companies that produce products exclusively for the various ethnic groups.
8. Discuss and study the various social problems and their causes.
9. Discuss and study the concepts of race and ethnicity.
10. Discuss and study the concept of categorical treatment.
11. Discuss and study the history and development of all ethnic groups.
12. Discuss and study the development, characteristics, and function of a community and that of a minority community.
13. Discuss and study the nature of prejudice.
14. Establish a "Discrimination Day" . . . Establish restrictions for the "inferior race".
15. Analyze the mass media for stereotyping, racism, and other such distortions.

* This article was written while the author was a research assistant for the Workshop Project.

Appendix F, Exhibit 4

ROOSEVELT UNIVERSITY

430 SOUTH MICHIGAN AVENUE
CHICAGO, ILLINOIS 60605
(312) 341-3700

COLLEGE OF EDUCATION

June 26, 1974

Name
Address
City, State, Zip

Dear

Upon the recommendation of Professors Butler, Enos and Harmon, Roosevelt University is pleased to provide you with this letter which attests to the fact that you have successfully completed an experimental pilot program. The project, "In-Service Education for Teachers of Disadvantaged Youth," was designed as follows:

1) To provide an intensive training experience through the medium of problem identification workshops for experienced teachers currently located in multi-ethnic, multi-cultural, economically disadvantaged school settings,

2) to encourage the development of innovative approaches to specific participant-identified classroom problems through the development by the teacher-participants of new teaching strategies and experimental units, and the creative utilization of media techniques, and

3) to acquaint teachers with the Illinois Model for Career Education and enable them to increase the awareness of their students concerning career opportunities in the "world of work" by incorporating these goals into the on-going classroom program in ways which are relevant and useful to multi-ethnic, multi-cultural, economically disadvantaged school populations.

Consistent with arrangements we have made with the Chicago Board of Education, the work which you have completed in this project is equivalent to two (2) units of credit and may be utilized for Lane Placement purposes.

We are pleased that you were able to participate in this program and hope that you found it to be of significant assistance in meeting your needs and those of your students.

Cordially,

Robert H. Koff
Dean

RHK:cab

APPENDIX F, EXHIBIT 5

Roosevelt University
College of Education
Multi-Ethnic Project

Teacher-Participants Who Received Credit for Project Activities

Ms. Edris Adams
DuSable High School
4934 S. Wabash Avenue
Chicago IL 60615
Gr. 9-10; Special Ed.

Ms. Virginia Akers
Colman School
4655 S. Dearborn Street
Chicago IL 60609
Gr. 4

Ms. Chestine Allen
Madison School
7433 S. Dorchester Avenue
Chicago IL 60619
Gr. K-8; Adjustment Tchr.

Ms. Mary Anthony
Gresham School
8510 S. Green Street
Chicago IL 60620
Upper Grades; Librarian

Ms. Beverly Argenzio
Colman School
4655 S. Dearborn Street
Chicago IL 60609
Gr. 6

Ms. Donna Barth
Disney Magnet School
4140 N. Marine Drive
Chicago IL 60613
Intermediate Grades

Ms. Alice Bland
Philip Sheridan School
9035 South Escanaba Avenue
Chicago IL 60617
Special Education

Ms. Judith Blumenthal
Colman School
4655 S. Dearborn Street
Chicago IL 60609
Gr. 6

Mr. Max Boratsky
Goudy School
5120 North Winthrop Avenue
Chicago IL 60640
Gr. 3-8; Guid. & Coun.

Ms. Nezelle Bradshaw
DuSable High School
4934 S. Wabash Avenue
Chicago IL 60615
Gr. 9-10; Physical Ed.

Mr. Paul Branton
DuSable Upper Grade Center
5030 S. Wabash Avenue
Chicago IL 60615
Gr. 7-8; Reading

Ms. Vivian Branton
Garvey School
10309 South Morgan Street
Chicago IL 60643
Gr. 4

Mr. Leroy Brazier
DuSable Upper Grade Center
5030 S. Wabash Avenue
Chicago IL 60615
Gr. 7-8; Guidance & Coun.

Ms. Mary Brister
Willard School
4915 S. St. Lawrence Avenue
Chicago IL 60615
Primary Reading

Ms. Eloise Brown
Dyett Middle School
555 East 51st Street
Chicago IL 60615
Gr. 1-3; Lang. Arts

Ms. Michele Buttermore
Colman School
4655 S. Dearborn Street
Chicago IL 60609
Gr. 4

Ms. Billie Caldwell
DuSable High School
4934 S. Wabash Avenue
Chicago IL 60615
Gr. 9; Science

Ms. Stephanie Carr
Jenner School
1009 North Cleveland Avenue
Chicago IL 60610
Intermediate Grades

Ms. Lillie Cotton
Hinton School
644 West 71st Street
Chicago IL 60621
Gr. 2

Ms. Bernadell Cyrus
Madison School
7433 S. Dorchester Ave.
Chicago IL 60619
Gr. 7

Ms. Carrie Davis
Madison School
7433 S. Dorchester Ave.
Chicago IL 60619
Gr. 6

Ms. Erma Dawson
Parkman School
245 West 51st Street
Chicago IL 60609
Gr. 4

Ms. Fay DeYoung
Doolittle West School
521 East 35th Street
Chicago IL 60616
Gr. 1

Mr. Anthony Eirich
DuSable High School
4934 S. Wabash Avenue
Chicago IL 60615
Gr. 9-12; English

Ms. Diane Fagan
Gresham School
8510 S. Green St.
Chicago IL 60620
Gr. 4-8; Reading

Ms. Gwendolyn Flowers
DuSable Upper Gr. Center
5030 S. Wabash Avenue
Chicago IL 60615
Guid. & Coun.

Ms. Therese Folliard
Ray School
5631 S. Kimbark Avenue
Chicago IL 60637
Gr. 1-2

Ms. Winifred French
DuSable High School
4934 S. Wabash Ave.
Chicago IL 60615
Assoc. Dir., Exemplary
Project

Ms. Cheryl Gholar
DuSable High School
4934 S. Wabash Avenue
Chicago IL 60615
Gr. 10-12; Career Coun.

Mr. William Gordon
Englewood High School
6201 S. Stewart
Chicago IL 60621
Gr. 9; Business

Mr. Juris Graudins
Jenner School
1009 N. Cleveland Ave.
Chicago IL 60610
Gr. 5

Ms. Annie Hall
Madison School
7433 S. Dorchester Ave.
Chicago IL 60619
Gr. 3

Ms. Edith Hannah
Dyett Middle School
555 East 51st St.
Chicago IL 60615
Gr. 6-8; Lang. Arts

Ms. Patricia Harvey
Dyett Middle School
555 East 51st St.
Chicago IL 60615
Gr. 6-8; Math, Soc. Stud.

Ms. Blondean Hearon
DuSable High School
4934 S. Wabash Avenue
Chicago IL 60615
Gr. 9-11; Special Ed.

Mr. Luke Helm
DuSable High School
4934 S. Wabash Ave.
Chicago IL 60615
Guid. & Coun.

Ms. Constance Holmes
Englewood High School
6201 S. Stewart Ave.
Chicago IL 60621
Gr. 11-12; Business

Ms. Elaine Hunter
Colman School
4655 S. Dearborn St.
Chicago IL 60609
Gr. 8

Mr. David Israel
Dyett Middle School
555 East 51st St.
Chicago IL 60615
Gr. 6-8; Special Ed.

Mr. Roger Jackson
Avondale School
2945 N. Sawyer Ave.
Chicago IL 60618
Gr. 6

Ms. Charlotte Jarosz
Little Big Horn H.S.
919 W. Barry Ave.
Chicago IL 60657
Gr. 9-12; History

Ms. Luella Jeffries
Williams School
2710 S. Dearborn St.
Chicago IL 60616
Gr. 7

Ms. Loretta Jennings
Jenner School
1009 N. Cleveland Ave.
Chicago IL 60610
Gr. 3

Ms. Marilyn Johnson
Dyett Middle School
555 East 51st Street
Chicago IL 60615
Gr. 6-8; Lang. Arts

Ms. Janet Kapetanakis
Little Big Horn H.S.
919 W. Barry Ave.
Chicago IL 60657
Social Worker

Ms. Lillie Kinnard
James Thorp School
8914 S. Buffalo Ave.
Chicago IL 60617
Gr. 4

Ms. Mary Lee
Shakespeare School
1119 E. 46th St.
Chicago IL 60653
Gr. 4

Ms. Sharon Leggett
DuSable High School
4934 S. Wabash Ave.
Chicago IL 60615
Gr. 9-12; History

Mr. Thomas Lofton
DuSable High School
4934 S. Wabash Avenue
Chicago IL 60615
Gr. 10; Social Stud.

Ms. Patricia Long
James Thorp School
8914 S. Buffalo Ave.
Chicago IL 60617
Gr. 2

Ms. Dina Losurdo
Jenner School
1009 N. Cleveland Ave.
Chicago IL 60610
Gr. 3

Ms. Athleese Marshall
Jenner School
1009 N. Cleveland Ave.
Chicago IL 60610
Gr. 1-2

Ms. Beverly Martin
Cather School
2908 W. Washington Blvd.
Chicago IL 60612
Gr. 1

Ms. Ila McElroy
Disney Magnet School
4140 N. Marine Drive
Chicago IL 60613
Intermediate Grades

Ms. Rachel McMillan
Doolittle West School
521 East 35th St.
Chicago IL 60616
Gr. 3

Ms. Minnie Mitchell
DuSable High School
4934 S. Wabash Avenue
Chicago IL 60615
English

Ms. Constance Montgomery
DuSable High School
4934 S. Wabash Avenue
Chicago IL 60615
English

Ms. Helen Murphy
Disney Magnet School
4140 N. Marine Drive
Chicago IL 60613
Intermediate Grades

Ms. Cynthia Neeley
Goudy School
5120 N. Winthrop Ave.
Chicago IL 60640
Language Arts

Ms. Mary Deborah Neer
Goudy School
5120 N. Winthrop Ave.
Chicago IL 60640
Gr. 1

Ms. Ann Pappas
Disney Magnet School
4140 N. Marine Drive
Chicago IL 60613
Upper Grades

Ms. Sylvia Peters
Disney Magnet School
4140 N. Marine Drive
Chicago IL 60613
Intermediate Grades

Mr. Edward Pietraszek
Englewood High School
6201 S. Stewart Ave.
Chicago IL 60621
Librarian

Ms. Mary Ellen Poland
Disney Magnet School
4140 N. Marine Drive
Chicago IL 60613
Upper Grades

Ms. Willa Pollard
DuSable High School
4934 S. Wabash Ave.
Chicago IL 60615
Special Education

Ms. Edith Porter
DuSable High School
4934 S. Wabash Avenue
Chicago IL 60615
Gr. 9-10; English

Ms. Dreamy Revis
Colman School
4655 S. Dearborn St.
Chicago IL 60609
Gr. 7

Ms. Vanessa Robertson
Jenner School
1009 N. Cleveland Ave.
Chicago IL 60610
Gr. 2

Ms. Barbara Ross
Colman School
4655 S. Dearborn St.
Chicago IL 60609
Gr. 7

Ms. Wynona Ross
Madison School
7433 S. Dorchester Ave.
Chicago IL 60619
Gr. 7

Ms. Estelle Rouse
Yale School
7025 S. Princeton Ave.
Chicago IL 60621
Gr. K-6; Guid. & Coun.

Ms. Alice Rucker
Parkman School
245 W. 51st St.
Chicago IL 60609
Gr. 4

Ms. Mildred St. Germaine
Little Big Horn H.S.
919 W. Barry Ave.
Chicago IL 60657
Principal

Ms. Eleanor St. John
Jenner School
1009 N. Cleveland Ave.
Chicago IL 60610
Gr. 6

Ms. Verdell Saunders
Doolittle West School
521 E. 35th St.
Chicago IL 60616
Elementary; Reading Mgr.

Ms. Mildred Saxton
DuSable High School
4934 S. Wabash Avenue
Chicago IL 60615
Gr. 9-12; Home Economics

Mr. Jerome Schulz
Jenner School
1009 N. Cleveland Ave.
Chicago IL 60610
Gr. 5; Reading

Ms. Joyce Seidel
DuSable High School
4934 S. Wabash Ave.
Chicago IL 60615
Coordinator of Educ.
Programs & Services

Dorothy Sides
DuSable High School
4934 S. Wabash
Chicago IL 60615
English & Reading Lab

Ms. Doris Smith
DuSable High School
4934 S. Wabash Avenue
Chicago IL 60615
Vocal Music

Ms. Ruby Smith
Goudy School
5120 N. Winthrop Ave.
Chicago IL 60640
Gr. 1

Ms. Ruth Smith
Madison School
7433 S. Dorchester Ave.
Chicago IL 60619
Gr. 8; Social Stud.

Ms. Paulette Stokes
Audy Home School
1100 S. Hamilton Ave.
Chicago IL 60612
Gr. 8

Ms. Vivian Taylor
Komensky School
2001 S. Throop St.
Chicago IL 60608
Gr. 4

Mrs. Mary Terada
Peirce School
1423 W. Bryn Mawr Ave.
Chicago IL 60660
Gr. 1-3

Mr. Bruce Thezan
James Thorp School
8914 S. Buffalo Ave.
Chicago IL 60617
Physical Ed. & Librarian

Mr. Tom Valentino
Englewood High School
6201 S. Stewart Ave.
Chicago IL 60621
Gr. 9-12; Science

Ms. Betty Washington
Reed School
6350 S. Stewart Ave.
Chicago IL 60621
School Psychologist;
District 21

Ms. Yolanda Whitmal
Parkman School
245 W. 51st St.
Chicago IL 60609
Gr. 1

Ms. Sylester Williams
Jahn School
3149 N. Wolcott Ave.
Chicago IL 60657
Gr. 7; Math

Ms. Helen Zearing
Raymond School
3663 S. Wabash Ave.
Chicago IL 60653
Reading Specialist

Appendix G

Assessment and Evaluation Instruments

and

Samples of Teachers' Comments

Appendix G, Exhibit 1

IVTE PROJECT PRELIMINARY QUESTIONNAIRE

We would like some background information about you and your students. The information provided will be used for project evaluation and implementation and will be held in strict professional confidence.

NAME: _____
(please print)

Information About You

1. Check your ethnic background:

____ Black American
____ Native American (Indian)
____ Spanish-speaking American (Mexican American, Puerto Rican origin, etc.)
____ White American
____ Other (describe _____)

2. Rate yourself in terms of the following characteristics on a scale from 1 (low) to 5 (high) : For example, if I thought I had a pretty good sense of humor, though not as good as it could be I might rate myself "4" on sense of humor.

____ aggressiveness
____ passivity
____ sense of humor
____ intelligence
____ ambitiousness
____ cheerfulness
____ originality
____ openness
____ satisfaction with job
____ satisfaction with self

3. Why did you become a teacher?

4. What is your philosophy of teaching?

5. What do you like best about your job?

6. What do you like least about your job?

Information About Your Students

1. My approximate class size is _____ students.

2. Estimate as best you can the average yearly income of most of your students' families.

____ Less than $5,000
____ $5,000 to $10,000
____ $10,000 to $15,000
____ Above $15,000

3. Estimate as best you can the average educational level of most of your students' parents.

____ Less than grammar school
____ Grammar school
____ Some high school
____ Some college
____ College graduate or more

4. Roughly estimate the percentage of your students belonging to the following ethnic groups:

Note: If your class consists of about 35 students, you may use the following as a guide to indicate approximate percentages.

number	0-1	2-5	6-8	9	10-12	13-15	16-19	20-22	23-25
percent	0	10	20	25	30	40	50	60	70

number	26	27-29	30-33	34-35
percent	75	80	90	100

____ % Black American
____ % Native American (Indian)
____ % Spanish-speaking American (Mexican American, Puerto Rican origin, etc.)
____ % White American
____ % Other (describe _____)

5. What percent of your class would you guess will:

drop out of school _____%
attain a high school diploma _____%
go to college _____%
graduate from college _____%

6. Rate your students in terms of the following characteristics on a scale from 1 (low) to 5 (high) :

____ aggressiveness
____ passivity
____ sense of humor
____ intelligence
____ ambitiousness
____ cheerfulness
____ defensiveness
____ originality
____ openness

TEACHER ATTITUDE ASSESSMENT INVENTORY*

Name: _____
(please print)

Please express your opinion on the following statements. Check the line under the position most like yours.

	agree strongly	agree somewhat	neither agree or disagree	disagree somewhat	disagree strongly
1. Most of my students think that school is a waste of time.	____	____	____	____	____
2. Most of my students are quite realistic about how far they can go in school.	____	____	____	____	____
3. For most minority students, the "cards are stacked" against them.	____	____	____	____	____
4. My students have realistic aspirations of their academic potential.	____	____	____	____	____
5. Most of my students feel that it is important to do well in school.	____	____	____	____	____
6. The way things are in society today, most of my students will not get very far in life.	____	____	____	____	____
7. Most of my students have unrealistic perceptions of how far they can go in life.	____	____	____	____	____
8. My students are quite realistic about the various career possibilities available to them.	____	____	____	____	____
9. Most of my students come to my class poorly prepared in the basic skills.	____	____	____	____	____
10. Most of my students are quite ambitious.	____	____	____	____	____
11. My students have unrealistic perceptions of how far they will go in school.					
12. It is especially important for minority students to do well in school.					
13. My students have sufficient ability to do well.					
14. Most of my students lack motivation.					

*This questionnaire was administered twice; at the first workshops (February, 1974), and at the Dissemination Workshop (May, 1974). Question #29 was asked only at the Dissemination Workshop.

Appendix C, Exhibit 2

	agree strongly	agree somewhat	neither agree or disagree	disagree somewhat	disagree strongly
15. Sometimes it is very difficult to "reach" most of my students.	____	____	____	____	____
16. My fellow teachers are generally supportive and understanding.	____	____	____	____	____
17. A major problem for teachers is maintaining discipline in the classroom.	____	____	____	____	____
18. The administration in my school often makes it difficult to do my job as well as I would like to.	____	____	____	____	____
19. I find being a teacher rewarding and fulfilling.	____	____	____	____	____
20. It is important to know the ethnic history and culture of my students.	____	____	____	____	____
21. My students are generally responsive to me.	____	____	____	____	____
22. I feel fairly isolated from other teachers in my school.	____	____	____	____	____
23. My students are very different from me.	____	____	____	____	____
24. I feel quite comfortable discussing racial issues in my class.	____	____	____	____	____
25. I feel it is important to use resource persons from the community in my classroom.	____	____	____	____	____
26. My job as a teacher is made easier by the cooperation I get from the administration.	____	____	____	____	____
27. If I had it to do over again, I would not choose to be a teacher.	____	____	____	____	____
28. Discussions of racial issues are inappropriate in the classroom.	____	____	____	____	____

29. What was the size of the group of teachers working on your experimental project? _____

Appendix C, Exhibit 3

Roosevelt University
College of Education

Multi-Ethnic Project
EVALUATION OF SESSION A WORKSHOP

We would appreciate your considered response to the following questions. If you need more space, please use a separate sheet of paper and refer to the question number. Return this sheet in the enclosed pre-paid envelope. Thank you!

1. Please give a brief evaluation of each individual day of the Workshop Weekend.

   The Friday night session was:

   The Saturday session was:

   The Sunday session was:

2. Which day of the Workshop Weekend did you feel was most beneficial to you?

3. How do you evaluate the entire Workshop Weekend as a whole?

4. How could we improve the Workshop?

5. Did you feel the materials in the packets were useful?

Appendix G, Exhibit 4

Teacher Evaluation of Workshop Session A

A Summary of Comments (n=22)

Re:

Friday Session:

" . . . a chance for the members to meet one another . . . the speech was informative . . . only wish it had been a little longer."
" . . . well planned to give the participants an overview of the entire workshop."
"Pleasant but non-productive."
"A nice evening . . . in which everyone was getting to know each other."
"A pleasant surprise . . . "
" . . . informative and relaxing . . . an opportunity to meet new people . . . "
"Dr. Epps spoke quite well and the question-answer period was enlightening."
"Warm, friendly and inviting with a promise of someplace nice to be."
"The words 'multi-ethnic' seemed a misnomer."
" . . . least valuable. I felt that more could have been planned for the evening, including a more structured means of getting acquainted with participants from other schools."
"Too long."
"Too drawn out at the end of a work day."
"The session was conducted on a low-key note . . . suitable for teachers after a day of teaching!"
" . . . it set up a very good feeling . . . "

Saturday Session:

" . . . full of useful activities which would allow individuals to try to work out problems which they were encountering . . . "
"Very interesting and informative."
"The best because we all shared common and different problems . . . The grouping was very helpful in many ways."
"Exciting. We covered a good deal and mixed with people from a variety of ethnic backgrounds on an intimate level."
" . . . offered a new insight . . . "
" . . . meaningful . . . was able to discuss common problems . . . The project leaders were also quite helpful."
"Too long and tiring for me personally . . . The Sunday speakers (career education) could have spoken today also instead of waiting to the last day."
"Mentally and emotionally exhausting. I left feeling drained and very negative about myself and the workshop."
"Activities could have been telescoped somewhat."
" . . . a fresh approach to exchanging ideas and combining ideas toward working out problems . . . "
"Excellent - produced . . . some insight and a feeling of togetherness."
"Although many participants, including myself, felt insecure at first with the various tasks, this soon passed and was replaced by a sense of accomplishment when ideas were shared."

Sunday Session:

"Speakers excellent . . . exercises, information given good."
" . . . an important session inasmuch as we actually planned activities which were going to be utilized in our own schools . . . "
"Not useful to me personally."
" . . . resource people should have played a more integral part within the different groups themselves."
"Stimulating and enjoyable (but) I felt more rushed and tense."
"I particularly enjoyed the mini-lectures."
"Rich with ways and people who can make a difficult job possible . . . "
"Probably the best day because we had a chance to relax and think about the two previous days and what they meant to us. The summaries given by the participants were thoughtful and showed concern."
"A positive experience. Many good ideas came out of the small and large group sessions . . . "
"Too long."
"Good sharing session . . . people started saying what they <u>really</u> felt and thought."
"For the first time I'm sure that many of us now understand the difference between Career Education and Vocational Education."
"Fantastic! So much was accomplished by our group in the way of planning, which is always a sore point with teachers -- that there is no time to plan much less rap and work cooperatively with each other "

Workshop Weekend:

"I felt the workshop was very good. I would attend another one if sponsored by Roosevelt."
" . . . informative, thought provoking, stimulating, revealing and worthwhile!"
"Did not meet its objective in terms of multi-ethnic slant."
"The workshop served its purpose, as we as teachers voiced our pros and cons concerning education."
" . . . this workshop was the best that I have attended."
" . . . valuable, though at times exhausting."
" . . . a weekend well spent. It helped me a great deal."
" . . . a huge success . . . I received considerable insight into coping with problems that I encounter each day."
"Most beneficial. The young men were dynamite leaders . . . "
"Worthwhile and inspirational."
"This is my first experience in a weekend setup and at the time it seemed quite long and tedious, but as I reflect back on it it seemed to pass like a flash of light - second thoughts revisited."
" . . . our project as a group was impractical and unrealistic, too grandiose and . . . nothing will come of it. I wish I could have worked alone . . ."
" . . . helpful and somewhat stimulating."
"Excellent - the best I have ever attended."
"It was good in that I was forced to re-evaluate my own prejudices (something that I had done before but needed to do again)."
"My first responses were negative, but now I have a more positive outlook. This type of workshop is dependent upon what you bring to it."

Suggested Improvements:

"Improve screening of applicants."
" . . . participants should be chosen from a more diversified group."
" . . . slant it to vocational (emphasis) or other - not both!"
"Centralize the workshop on one current problem or situation."
"I don't feel it needs improvement. As a workshop it lived up to its name."
"I can't think of anything to improve it."
"The . . . staff involved should have been given an opportunity to make themselves known with their backgrounds and interests in the project."
"Shorten the hours; eliminate the gang value technique and the interview segment."
"Have more 'awareness' features similar to the 'listening' and 'gang' problems."
"Have a follow-up session for a day . . . "
" . . . to shorten the first day by two hours. Everything else was fine. The members of the staff and guest coordinators were all warm, friendly and willing to help . . . "
"Have more small group problem-solving sessions . . . "

Appendix G, Exhibit 5

Roosevelt University
College of Education

Multi-Ethnic Project

EVALUATION OF SESSION B WORKSHOP

Please give us your considered response to the following items. Place a check on the line which best corresponds with your feelings.

Friday Evening:

1. Dr. Epps' speech:

Very Helpful	Helpful	Not Very Helpful	No Help At All
_____	_____	_____	_____

2. Question and Answer Period:

Very Helpful	Helpful	Not Very Helpful	No Help At All
_____	_____	_____	_____

Additional comments on Friday evening session:

Saturday A.M.:

1. Participant defining of individual problems:

Very Helpful	Helpful	Not Very Helpful	No Help At All
_____	_____	_____	_____

2. Discussing your problems with other participants:

Very Helpful	Helpful	Not Very Helpful	No Help At All
_____	_____	_____	_____

3. Discussion of problem solving techniques:

Very Helpful	Helpful	Not Very Helpful	No Help At All
_____	_____	_____	_____

Additional comments on Saturday A.M.:

Saturday P.M.:

1. Discussion and exercise on communications and listening:

Very Helpful	Helpful	Not Very Helpful	No Help At All
_____	_____	_____	_____

2. Discussion and exercise on values and attitudes:

Very Helpful	Helpful	Not Very Helpful	No Help At All
_____	_____	_____	_____

Additional comments on Saturday P.M.:

Sunday A.M.:

1. Introduction of Staff and other resources:

Very Helpful	Helpful	Not Very Helpful	No Help At All
_____	_____	_____	_____

2. Discussion of problem solving and brainstorming:

Very Helpful	Helpful	Not Very Helpful	No Help at All
_____	_____	_____	_____

3. Work of Staff and other resources with you during work sessions:

Very Helpful	Helpful	Not Very Helpful	No Help at All
_____	_____	_____	_____

Additional comments on Sunday A.M.:

Sunday P.M.:

1. Work with group on my problem:

Very Helpful	Helpful	Not Very Helpful	No Help at All
_____	_____	_____	_____

2. Sharing my problems and solutions with entire group:

Very Helpful	Helpful	Not Very Helpful	No Help At All
_____	_____	_____	_____

3. Hearing other participants problems and approaches to solutions:

Very Helpful	Helpful	Not Very Helpful	No Help At All
_____	_____	_____	_____

Additional comments on Sunday P.M.:

Other:

1. Handouts from Training Staff:

Very Helpful _____ Helpful _____ Not Very Helpful _____ No Help At All _____

Additional comments about handouts:

2. Material in the packets and display table:

Very Helpful _____ Helpful _____ Not Very Helpful _____ No Help At All _____

Additional comments about packets and display table:

Additional comments on evaluation of any aspect of the Workshop Weekend, including physical arrangements, etc.:

Overall, how did you feel about the Workshop Weekend?

Appendix G, Exhibit 6

Teacher Evaluation of Workshop Session B

A Summary of Comments (n=39)

Re:

Friday Session:

"The project title is misleading. On Friday, specific information concerning what the project hopes to accomplish should have been stated again. I really enjoyed the informal manner in which staff and participants were introduced."
"The informal period at the beginning was ideal. I had an opportunity to examine materials, to meet and talk with several persons in an 'unrushed' manner . . . "
"The questionnaire was a thought provoker - good prep for the task ahead. Dr. Epps was knowledgeable but said nothing new to the teacher aware of the needs of the minority child . . . "
" . . . set the pace for all the rest. It was an excellent starter."
"Dr. Epps' speech was helpful only in the sense that I wanted to hear his views. I thought he had a very negative effect."
"Extremely enjoyable. After a day's work we needed time to unwind . . . I am one of Dr. Epps' many admirers so his speech was my highlight of the evening."
"Dr. Epps pointed the way. We need to get to the 'nitty gritty'."
"Set the right tone for what I thought would be the main topic of the workshop."
"Lecture seemed unrelated to career education (pretense for my coming to this workshop)."
"Dr. Epps' speech did help to open up discussion but I felt his remarks were somewhat slanted . . . and he was hard to hear."
"It helped me to know a little about some of the persons that I would be working with that weekend."
"I thought Dr. Epps was both extremely knowledgeable and very sensitive to the needs of all groups of children."
"Appreciated the relaxed atmosphere."

Saturday A.M. Session (Problem Definition):

"Most participants identified similar problems . . . "
"I was happy to see -- at long last -- the techniques of the business world being utilized in our profession. We need . . . more workshops, etc., putting teachers through such exercises."
"I managed to team with people less aware of themselves and feelings toward the job they were doing . . . This seriously disadvantaged me in meeting my needs."
"An interesting self-analysis of your own problems . . . "
"Unfortunately, when the group was enlarged to four, communication became difficult. Our duet was working beautifully, but the additional two seemed to be coming from another direction. Compromise was reached in order to get along."

"Defining problems was just a repeat of the 'bitch' sessions that go on constantly."
" . . . this gave me support to know that others are trying to overcome the same school problems. It made me want to try harder."

Saturday P.M. Session (Communications/listening and values/attitudes exercises):

" . . . a very rewarding afternoon, for the awareness that many problems teachers and students face are based on communication . . . and presupposition of value systems in a particular society or group."
"I thank Earl and Ted for making me think!"
"I felt the group discussion was highly revealing. It is a commentary, that so many of us could not accept the positive values of the gangs."
"I found the discussion on listening in general, and the materials gleaned from same were most helpful."
"Leaders did not seem to be familiar enough with their subject matter . . . avoided questions, giving the general opinion that discussion was a little one-sided."
"The discussion and exercise on values and attitudes were perhaps the most meaningful time of the whole weekend for me . . . I resolved after this discussion to return to my class on Monday with renewed determination to come to grips with my classroom problems."
"This was the best part. This is when I got to know two other teachers really well."

Sunday A.M. (Introduction of Staff; Discussion of Problem):

"Still confused as to how to apply information to my situation but determined to find out what has happened in the school in the past . . . All eighth graders will receive some career and vocational guidance during their library period."
"Believe it or not, I wished for more time. Our school group seldom has that long to consider any problem and we were really 'getting it together'."
"The staff made the sessions helpful and interesting."
"People went in all directions, so that I could not see some relation to the project. The workshop, to me, should have been more geared to careers and helping the child to gain a more realistic outlook of the world . . . "
"Sunday was the best session, both morning and afternoon."
"Staff and resource people were drifting in and out of groups a little too much to be of maximum benefit, it seemed to me."
"Appreciate the fact that Earl said we didn't have to work with original group. Getting together with your school group made it relevant and positive."

Sunday P.M. (Group work on problem; sharing problems and proposed solutions):

"Perhaps a brief outline for these reports . . . would have resulted in the long-winded being kept on course."
"Hearing other participants' problems and approaches to solutions was helpful in that we could incorporate some of the approaches into our career education program at our school.
"I found sharing our project, and listening to other teachers report their project was most interesting and helpful."

Evaluation of Weekend:

"I believe teachers need this kind of workshop very badly. It gives one a lift in spirit and a conviction that many of us are accentuating the positive. Schedule some more soon!"
"Overall the weekend was good. The idea itself was very workable . . . I would have liked more input from the resource staff throughout the workshop and a narrower field of things to deal with."
"A well spent and enjoyable weekend. Also extremely helpful."
"Interesting and indeed challenging . . . Your lesson on attitudes, however accepted or rejected by others, was indeed a most provocative tool . . . but I imagine to admit prejudices and attitudes is difficult for some. Not me."
"Rewarding experience - extremely so. I thought the entire weekend was very stimulating. I came back to school feeling very refreshed."
"It was interesting to meet new people and be involved with a happening. I don't feel, however, I know more than I knew before I came. The format was good; however, more direction from the staff would have been helpful."
"I felt the workshop was very helpful. I found it very interesting. The format was beautiful. I am so happy we were not lectured to death!"
"I am looking forward to getting involved in the program that we . . . are planning."
"In general, the Workshop Weekend was an excellent idea."
"Considering that the project was multi-ethnic there seemed to be a greater interest in the black group than in others."
"I am refreshed in spirit but exhausted in body."
" . . . if I had known it was to be problem-solving, listening techniques I would not have attended. Been through umpteen of these."
"I really wanted more, I'll have to continue to work things out alone."
"One negative thing that kept reoccurring in my mind throughout the workshop was that we were not told the total picture of what was expected of us as far as projects, follow-up, course credit, etc. (until Sunday morning). I went with the idea of a weekend workshop, work done there and then given the course credit."
"It wasn't until Sunday that I understood what the program was all about."
"Thought the Pygmalion Effect article was excellent! I would like to have seen much more emphasis placed on this - I feel this could have been used as a basis for the workshop."
"Overall, the workshop was rewarding in that it helped me to see the different kinds of needs for each school and ethnic group. As far as solutions and positive approaches are concerned, we were not given this by the training staff."
" . . . interesting and helpful . . . My only wish was that we explored more the various racial-ethnic cultures."
"I felt that it was an interesting and helpful encounter, focusing attraction on educating the disadvantaged child, as it did. Also I was glad to get further information about the coming "career education."
The workshop changed my whole attitude toward teaching . . . I decided that I do want to be a good teacher, I do want to discover the problems of the students and work with them intensely."
" . . . very helpful . . . I was enlightened about some of the existing problems throughout the city, and also some interesting accomplishments in our schools."
" . . . a very worthwhile experience . . . I received encouragement that I can solve some of my classroom problems, at a point when they seemed almost insurmountable."

"It was great! I was really fired up."
"As a pioneer project, it was excellent. Would like to see it develop into a continuous exchange of what's happening in all the schools whose teachers participated."
"The relaxed atmosphere and the genuine friendliness and warmth of the project staff members added pleasure to the time spent these three days. I am certain that all participants who had an open mind learned something about himself and his own attitudes as well as how others feel."
"This was one of the best workshops I have ever attended, if not the best."
"I feel that I am a much better person because I attended this workshop."

Appendix 3, Exhibit 7

Roosevelt University
College of Education
Multi-Ethnic Project

DISSEMINATION WORKSHOP

Evaluation of Project

We would appreciate your considered response to the following items. Your feedback - both positive and negative - is essential to our evaluation of this Project. Evaluate the following aspects of the Project in terms of any differences they have made or may make in your functioning as a teacher. Place a check on the line which best corresponds with your feelings.

	Very Helpful	Helpful	Not Very Helpful	No Help at All	Not Applicable
1. Workshop Weekend Session A / Session B	____	____	____	____	
2. Experimental Unit (project)	____	____	____	____	____
3. Assistance from Staff	____	____	____	____	____
4. Materials from Staff	____	____	____	____	____
5. Today's Dissemination Conference	____	____	____	____	
6. Project as a Whole	____	____	____	____	

7. What would have made the Project more effective for you?

8. What difficulties did you encounter?

9. Do you plan to continue your project as an on-going activity?

10. Overall, how do you feel about this experience?